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ABSTRACT

A questionnaire, "How Students Perceive Their School," was completed by 4,694 students, chosen at random, in grades 11, 12, and 13 of the Senior Secondary Schools in North York. The questionnaire was comprised of 39 closed-ended questions, excluding grade and sex, and 9 open-ended queries on which students were asked to comment if they wished to. The questions covered nine areas of concern: school in general, evaluation, students' rights or responsibilities, students' council, classes/curriculum, discipline, teaching, discrimination, and aspirations. The students' responses are tabulated as to percent agreement and disagreement by grade level for each closed-ended statement, and for most of the statements, a graph shows the percent agreement for each individual school. The survey showed that, on the whole, the students had a positive view of their school and education. Trouble spots were mainly in the areas of effectiveness of teaching methods, student involvement in helping to establish school regulations, and a student voice in setting curriculum content and choice of options. A copy of the questionnaire is provided in an appendix. (For related document, see TM 003 236.) (DB)

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THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

SURVEY OF SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF SCHOOL AND EDUCATION

A report by

THE AD HOC COMMITTEE RESPECTING STUDENT MATTERS

NORTH YORK BOARD OF EDUCATION

January, 1972

THE BOARD OF EDUCATION

Office of the Director of Education

1 February 1972

To the Chairman and Members
of the Board of Education:

PART 1

Re: Report from Ad Hoc Committee Respecting Student Matters

At its meeting on Monday, 1 March 1971, the Management and Academic Program Committee gave consideration to a report concerning a student bill of rights presented by the staff, a brief on this topic from representatives of the North York Citizens for Education, a report from representatives of the Inter Collegiate Student Council for North York, and a brief from the Secondary School Principals.

After lengthy discussion and careful consideration of the briefs, the Management and Academic Program Committee recommended as follows:

"1) That the joint Committee of Principals and students continue to deal with and solve specific and immediate problems as they arise:

"2) That a committee consisting of one member of the administration, one member of the Principals' Association, one representative from the Committee of Common Concerns who shall be a teacher, three members from I.C.S.C.N.Y., one of whom shall be the Chairman, and three Trustees be struck, to consider a Student Bill of Rights in the whole context of staff-student relations, and the involvement of students in matters affecting their welfare and the welfare of others in the community."

At its meeting on Monday, 5 April 1971, the Board adopted the above recommendations and appointed Trustees Mrs. L. Deane, Dr. L. Rubinoff and Dr. L. Trainor to the Ad Hoc Committee Respecting Student Matters. Subsequently, other members appointed to the Committee were Mr. H. Threapleton, District President O.S.S.T.F., Mr. R.L. McMinn, Principals' Association, Mr. W. Warner, Chairman I.C.S.C.N.Y., Miss Karen Grant and Mr. B. Weisleder, both members of I.C.S.C.N.Y., and Mr. J.E. Griffiths, Superintendent of Student Services.

At its meeting on Monday, 28 June 1971, the Board was presented with a report from the Ad Hoc Committee Respecting Student Matters. Included in the report were the following statements:

> "The Committee is presently in the process of establishing a survey to determine "How Students Perceive Their School." Further surveys are planned to include members of the staff and parents. One of the objectives of this Committee is to use the information from the surveys to formulate a document that can be presented to a later meeting of the Board."
>
> "That the Ad Hoc Committee Respecting Student Matters continue its deliberations concerning the over-all concept of students' rights and responsibilities in relation to student-staff-parents."

The whole report of the Committee was adopted by the Board.

At the same meeting, the following motion was passed:

> "Whereas there is a great deal of misunderstanding regarding the request for a "Students' Bill of Rights";
>
> "Now Therefore Be It Resolved that this Board go on record as not supporting a "Students' Bill of Rights"."

At its meeting on Monday, 27 September 1971, the Board passed the following motion concerning the legal position of the Board to pass a Bill of Rights for students:

> "Now Therefore Be It Resolved that the Board's solicitors be requested to submit an opinion to confirm or clarify whether or not the North York Board of Education has the statutory power to approve a "Charter" or "Bill of Rights" for students or pass any by-laws or resolutions relating to the civil liberties of the students; that such opinion when received be submitted to the Ad Hoc Committee Respecting Student Matters and that such Committee be requested to submit a separate report on this particular matter to the Board as soon as possible containing the comments of the Committee on the legal opinion of the Boards' solicitors."

The Ad Hoc Committee Respecting Student Matters have met and considered the above matter and the solicitor's comments. The comments of the Committee are presented as a separate report, as requested.

Since Mr. W. Warner and Mr. B. Weisleder are no longer attending a North York school, Mr. L. Circosta, Chairman of the North York Council of Student Presidents and Mr. P. Black, Vice-President of this organization have replaced them on this Committee. Mr. D. Daigneault has succeeded Mr. H. Threapleton as O.S.S.T.F. representative on the Committee.

Dr. A. Virgin, Co-ordinator of Educational Research Services and Mrs. Erica Wright, Research Assistant, worked very closely with the Ad Hoc Committee Respecting Student Matters in the preparation and analysis of the student questionnaire.

The questionnaire, "How Students Perceive Their School" was completed by students, chosen at random, in Grades 11, 12 and 13, or corresponding grades, in the Secondary Schools across the Borough. The Ad Hoc Committee Respecting Student Matters received the results of the survey at their meeting on Monday, 13 December 1971 and held further meetings to consider the results and prepare a report to the Board.

The Committee's analysis of the questionnaire "How Students Perceive Their School", is presented under the following headings:

1) SCHOOLS IN GENERAL
2) EVALUATION
3) STUDENTS RIGHTS/RESPONSIBILITIES
4) STUDENTS' COUNCIL
5) CLASSES/CURRICULUM
6) DISCIPLINE
7) TEACHING
8) DISCRIMINATION
9) ASPIRATIONS
10) GENERAL OBSERVATIONS AND RECOMMENDATIONS

It should be noted that, because of time limitations, in the open-ended questions the coding of responses was confined to samplings from the students of Grade 13. Fifty Grade 13 students' questionnaires from each of the eighteen secondary schools were randomly selected for analysis.

A preliminary analysis indicated that these comments were substantially the same as those given by students in Grades 11 and 12.

A copy of the questionnaire and an analysis of student responses are included in this report.

Respectfully submitted

J.E. GRIFFITHS, Chairman
Ad Hoc Committee Respecting Student Matters

ANALYSIS OF STUDENT RESPONSES
" HOW STUDENTS PERCEIVE THEIR SCHOOL "

1) SCHOOLS IN GENERAL

From the Committee's point of view, the overall tone of the students' perception of their school is positive in nature. For example:

- on the average, 64% felt the school was providing them with a good education and less than one-quarter expressed dislike for the school.

It should be noted, however, that there is a significant range in the answers from individual schools. For example:

- 50% of the students in one school expressed dislike of the school, while only 4% felt this way in another.

There seems to be some relation between the response rate and the following ideas:

- 23% do not agree that the school is providing them with a good education;
- 24% only go to school because they have no better alternatives, and finally,
- 25% stated there are more practical things to do than going to school.

It would seem to indicate that, as in any walk of life, some people are not happy with their lot. Notwithstanding, it behooves the educator to study ways of providing for these people a more satisfactory educational experience.

Turning to open-ended response patterns of the approximate nine hundred Grade 13 sampled, 445 commented about school operation and policy.

The most significant concern was with attendance, with approximately four hundred students indicating a preference for the honour system or some form of non-compulsory attendance.

Ten percent questioned the value of opening exercises in the schools.

2) EVALUATION

Nearly 90% of the students agreed with the statement, "periodic tests are valuable in letting students know how they're doing", but 72% did not agree that formal exams are necessary to let students know where they stand. In fact, 60% felt that formal examinations are a waste of time.

Concerning student and teacher involvement in evaluation of students, while 50% agree that teachers are fair and evaluation should be left up to the teachers, 77% indicated that students should be able to participate in determining the methods used to evaluate their academic progress.

More than two-thirds of the respondents whose questionnaires were examined reinforced the results of the closed questions suggesting there would be improvements if there were less emphasis on formal examinations and more on periodic tests, seminars, term work, and also that students be included in discussing the process of evaluation.

3) STUDENTS RIGHTS/RESPONSIBILITIES

The results of the survey showed that the students desired to assume more responsibility than is provided at present.

While 53% of the respondents indicated that they have sufficient freedome to decide what they wanted to study, a high percentage stated that more freedom was required to decide areas of study within subjects available.

Further, a majority of students strongly agreed with statements beginning, "students need more freedom", or "students should have a greater voice..". Chiefly, the students would like more voice in determining school policy, making decisions about curricula, methods of evaluation, and the operation of the school.

In the open-ended section, students were given an opportunity to comment on Students' Rights. About half the students had suggestions or comments about this issue. Among these, attendance was cited by 8%; students need more rights - 7%; students have enough rights now - 7%; and students should be treated like adults - 7%.

Only 2% specifically mentioned a "Bill of Rights", not all of whom were in favour of such a document.

4) STUDENTS' COUNCIL

Just over one-half of the respondents reported that they were aware of what Students' Councils do. Further, as much as 41% indicated little interest in the work of the students' groups and 24% agreed that Student Council groups are useless. These responses are partially explained in the freely-offered comments where those whose responses were examined indicated that for Student Councils to be more effective, a greater involvement and increased responsibility were required.

5) CLASSES/CURRICULUM

Almost half of the students felt that their classes were boring or of little use. However, one-half did report that they were able to study in the subject areas which interest them most.

While the subject promotion Credit System now available in every Senior High School has greatly increased flexibility in choice of subjects and a wider range of options, only 41% stated that the school offers as wide a range of options as needed.

The response to the question on independent study showed that independent study would not be suitable for a large number of students.

In the open-ended responses, less than half (44%) made suggestions about curriculum. These comments tended to reinforce the responses in the closed section.

6) DISCIPLINE

Over one-half the students reported that they were hampered by many pointless rules and regulations and exactly half felt that schools do not need the power to discipline students.

The open-ended responses which were offered by those students whose questionnaires were examined revealed that some students would like to take responsibility in this area, feeling that self-discipline or peer group discipline would be advantageous.

7) TEACHING

Three-quarters of the students state that their teachers are doing a satisfactory job and nearly as many recorded that teachers try to understand young people. However, less than one-half agreed that the teaching methods used in their school are effective.

In the open-ended section of this topic, 61% made comments. Most of these students suggested that they would like teachers who were eager and interested and who used a variety of teaching methods in their work rather than those who only possess high academic qualifications but who, perhaps, could not communicate with people as well.

8) DISCRIMINATION

Approximately one-third (37%) of the students reported that their school does not give all students a chance to obtain the best education. However, only a very small number felt their school contributed to discrimination in a broader sense.

9) ASPIRATIONS

Three out of every four Grade 13 students stated that they intended to go on to university. Similarly, nearly three-quarters of Grades 11 and 12 students said they intended to go to either community college or university.

10) GENERAL OBSERVATIONS AND RECOMMENDATIONS

The survey showed that on the whole, students have a positive view of their school and their education; but there are trouble spots, mainly in the areas of effectiveness of teaching methods, student involvement in helping to establish school regulations, and a student voice in setting curriculum content and choice of options.

It should be noted that the students' views in some schools were almost uniformly positive while in other schools a generally negative response from students was recorded in almost all areas of concern.

It should also be noted that the response rate in general is more positive in Grade 12 than in Grade 13 and more positive in Grade 11 than in Grade 12.

IT IS RECOMMENDED:

1) That the report be considered by members of the Department of Program and Instruction and the Subject Co-ordinators, so that these educational leaders will be cognizant of the positive views of the students and their concerns and thus enable them to provide guidance to the schools as required;

2) That the principals provide opportunities for staff and student leaders to study the report and carry on dialogue that will enable students and staff views to be thoroughly aired;

3) That the North York Council of Student Presidents be given copies of the report for their study and comments in conjunction with the Student Services Department.

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INTRODUCTION

During the preliminary stages of planning the survey, the Ad Hoc Committee Respecting Student Matters agreed that the study should be conducted in all Secondary Schools in North York, that students from grades 11, 12 and 13 or their equivalents should participate, and that individual school results should be kept confidential.

Decisions about the form of the questionnaire and items to be included in it were made by the Committee at subsequent meetings at which a member of the Department of Educational Research Services was present for consultation. On Monday, 27 September 1971, a copy of the questionnaire (see Appendix) was submitted to the Board for approval. The Board approved the questionnaire and authorized that the survey be conducted across the Borough during the weeks of October 18 and 15, 1971.

PROCEDURE

Sample Selection

All Senior Secondary Schools in North York were asked to participate in the survey. School principals were informed that the results would be reported on a borough-wide basis and that no individual school would be identified. In order to ensure the anonymity of school responses, each school was assigned a code number selected from the Table of Random numbers.

During the week of October 11, 1971 , 300 copies of the questionnaire were sent to each of the 18 Senior Secondary Schools and 200 copies each to Yorkdale and Beattie. A corresponding number of blank mark sense cards was also delivered at this time. Schools were instructed to select 100 students from each of grades 11, 12 and 13. The two vocational schools were asked to select 100 students from each of the last two grades. Schools with fewer than 100 students in any of these grades were asked to administer the questionnaire to all the students in that grade. Instructions regarding the selection of students were as follows:

> "Selections should be made from grade lists which have the names of all students in alphabetical order. Beginning with any name, go through the list, and select every third name. Repeat the process until 100 students from each grade have been selected".

Questionnaire Administration

Due to the confidential nature of the survey, students were cautioned to place no identifying marks on either their questionnaires or mark sense cards. In order to standardize the administration of the questionnaires, schools were asked to comply with the following instructions:

- All administration sittings should be held over a period of not more than one day for any one school.
- Not more than 100 students should be given the questionnaire at any one time.
- Students should be provided with a mark sense pencil and a blank mark sense card.

- Sufficient staff members should be present to carry out the questionnaire administration.

- Questionnaires should be handed out after the students have been briefed about the survey.

- Questionnaires should be completed first.

- Students are then required to transfer their responses to the closed-ended questions to their mark sense cards.

All schools were asked to return completed questionnaires and mark sense cards directly to Computer Services by Friday, October 29, 1971.

Data Analysis

Responses to the 41 closed-ended questions, which were transposed by students to mark sense cards, were tabulated by computer, providing a breakdown of the number and percentage of students who selected each of the possible choices. Computer Services also provided information about North York as a whole, as well as results by grade within the Borough and for each school individually.

There were nine open-ended questions in the questionnaire. It was found during preliminary analysis that the Grade 13 students' responses to open-ended questions were substantially the same as those given by students in grades 11 and 12. To expedite processing these responses it was decided that coding would be confined to grade 13 responses. Fifty grade 13 students' questionnaires from 18 secondary schools were randomly selected for analysis. In cases where schools provided less than the 50 questionnaires, their entire quota was analyzed.

The questionnaire was designed to include several checks on the consistency of the students' response patterns. For example, the items,

> Formal examinations are necessary to let students know where they stand.
>
> and
>
> Formal exams are a waste of time

although worded very differently are very similar in their intent. A student who agreed with the first item would presumably disagree with the second item if he

responded consistently. To determine if, in fact, the students were responding consistently, rank order correlations were calculated between the responses to the pairs of items cited in the following table.

RELATED QUESTIONS

		Correlation Coefficient
Formal examinations are necessary to let students know where they stand.	Formal exams are a waste of time.	-.78
I dislike this school.	This school is providing me with a good education.	-.88
Many of the courses I have taken in this school are of little use.	Most of my classes in this school are boring.	.73
This school is not meeting my educational requirements.	This school is providing me with a good education.	-.95
Teaching methods used in this school are effective.	Generally my teachers do a satisfactory job of teaching.	.74

The high correlations obtained indicate that, on the whole, the students were consistent in their responses and presumably made a serious effort to give honest answers on the questionnaire.

Response Rate

Nineteen of the 20 schools returned completed questionnaires and cards to Computer Services. The breakdown by grade and sex is shown in the following Table.

	Male	Female	Total
	%	%	%
Grade 11	51	49	100
Grade 12	50	50	100
Grade 13	53	47	100
All Grades	49	47	96*

*Percentages do not add to 100 because some students did not indicate sex or grade level.

Organization of the Report

The questionnaire was comprised of 39 closed-ended questions, excluding grade and sex, and 9 open-ended queries where students were invited to comment if they wished. These questions covered 9 broad areas of concern:

1. School in general
2. Evaluation
3. Students' Rights or Responsibilities
4. Students' Council
5. Classes/Curriculum
6. Discipline
7. Teaching
8. Discrimination
9. Aspirations

In this report, the responses to questions pertaining to each of the 9 areas have been grouped. The closed-ended questions are dealt with first, followed by a discussion of the open-ended responses which the students made. Information which is provided includes the percent agreement and disagreement by grade level for each closed-ended statement, and, for a large majority of the statements, a graph showing the percent agreement for each individual school. Agreement was calculated by adding the percent who strongly agreed with the percent who agreed, in each of the 19 schools. The red line across each graph is the actual average agreement for all students who participated in the survey.

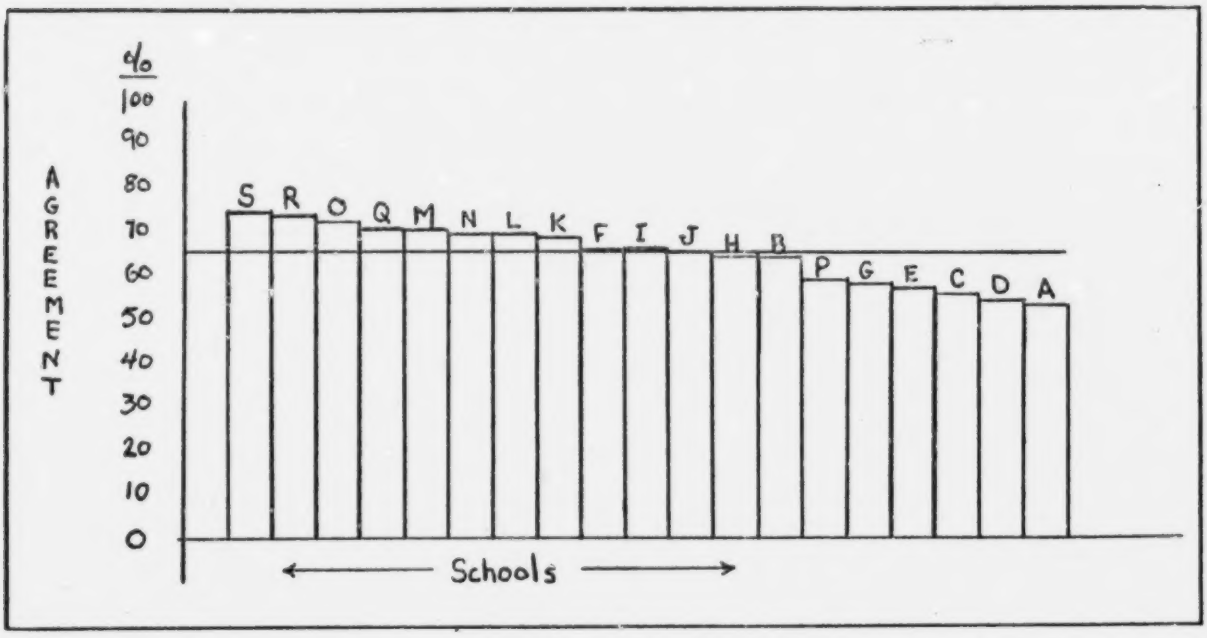
RESULTS

SCHOOL IN GENERAL

THIS SCHOOL IS PROVIDING ME WITH A GOOD EDUCATION

*

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	13	10	9	11
AGREE	58	54	50	53
DISAGREE	15	18	21	17
STRONGLY DISAGREE	5	6	9	6
NO OPINION	10	12	11	11
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

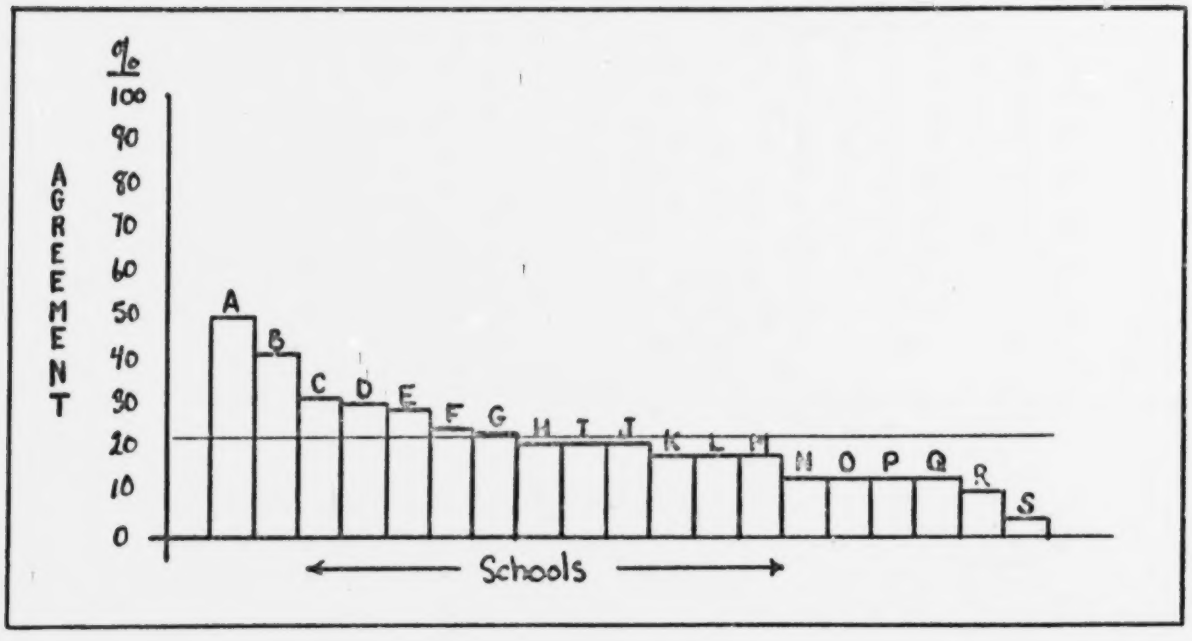


*

Note: In this and all similar succeeding tables, percents may not add to 100 due to rounding or because mark sense cards were filled cut incorrectly.

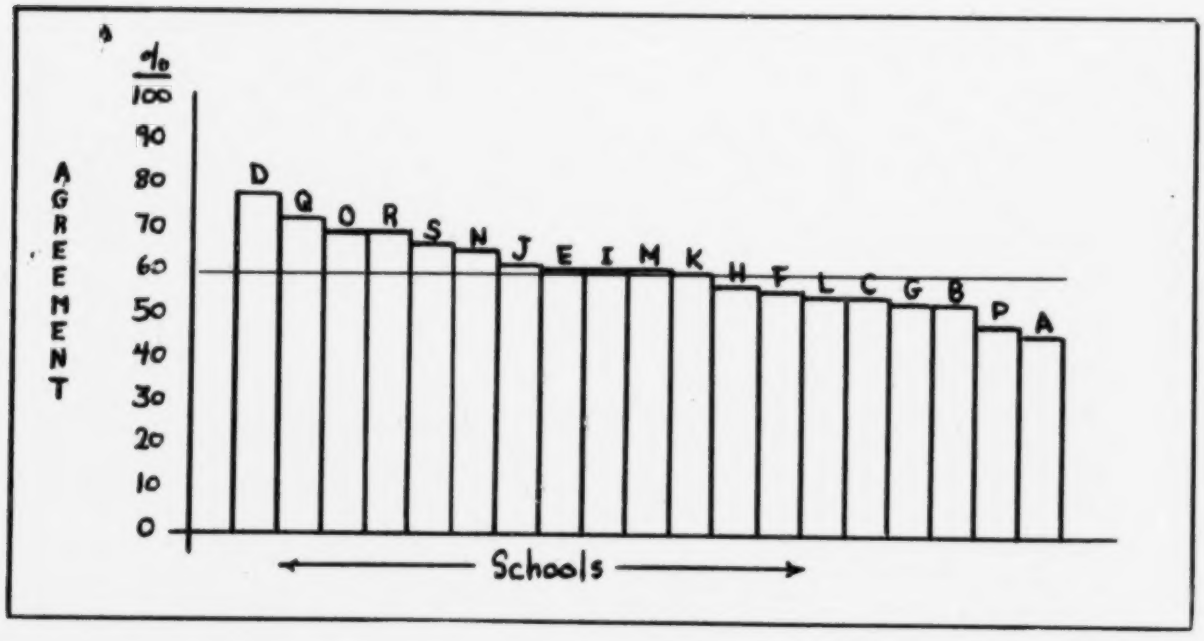
I DISLIKE THIS SCHOOL

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	7	9	9	9
AGREE	12	15	14	14
DISAGREE	45	40	41	41
STRONGLY DISAGREE	27	26	25	25
NO OPINION	9	10	11	10
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



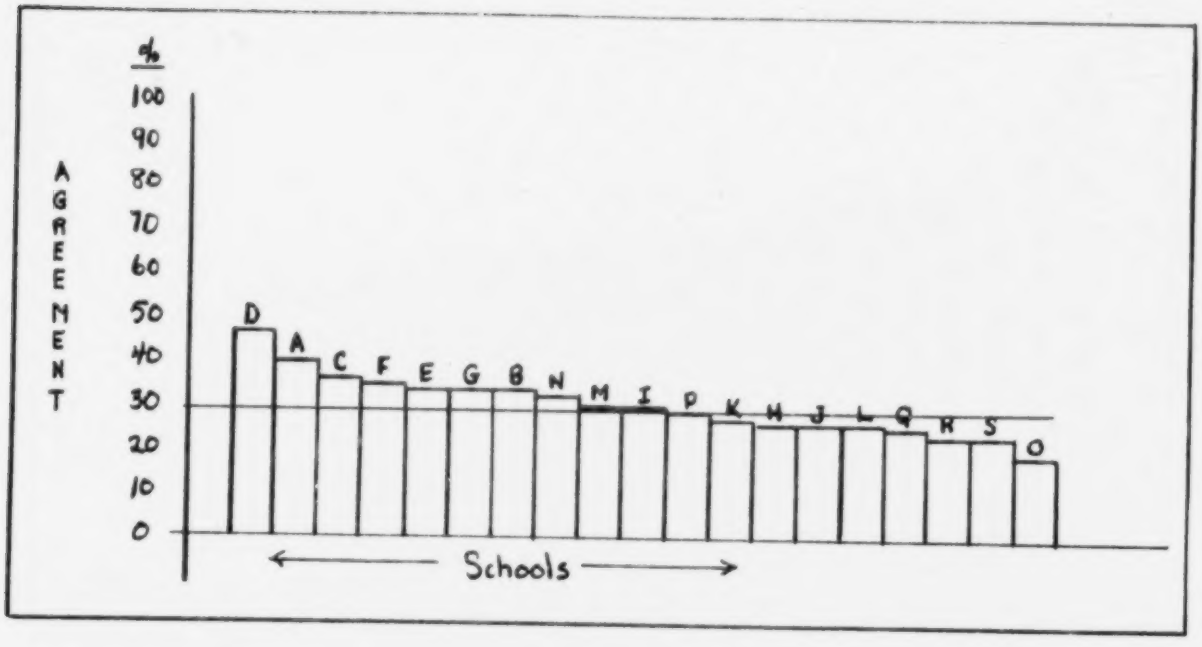
MY HIGH SCHOOL EDUCATION IS WORTH ALL THE EFFORT IT REQUIRES

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	15	14	10	14
AGREE	50	47	41	46
DISAGREE	22	23	29	24
STRONGLY DISAGREE	5	7	10	7
NO OPINION	8	8	10	8
BASE(number of students responding)	(1482)	(1547)	(1426)	(4694)



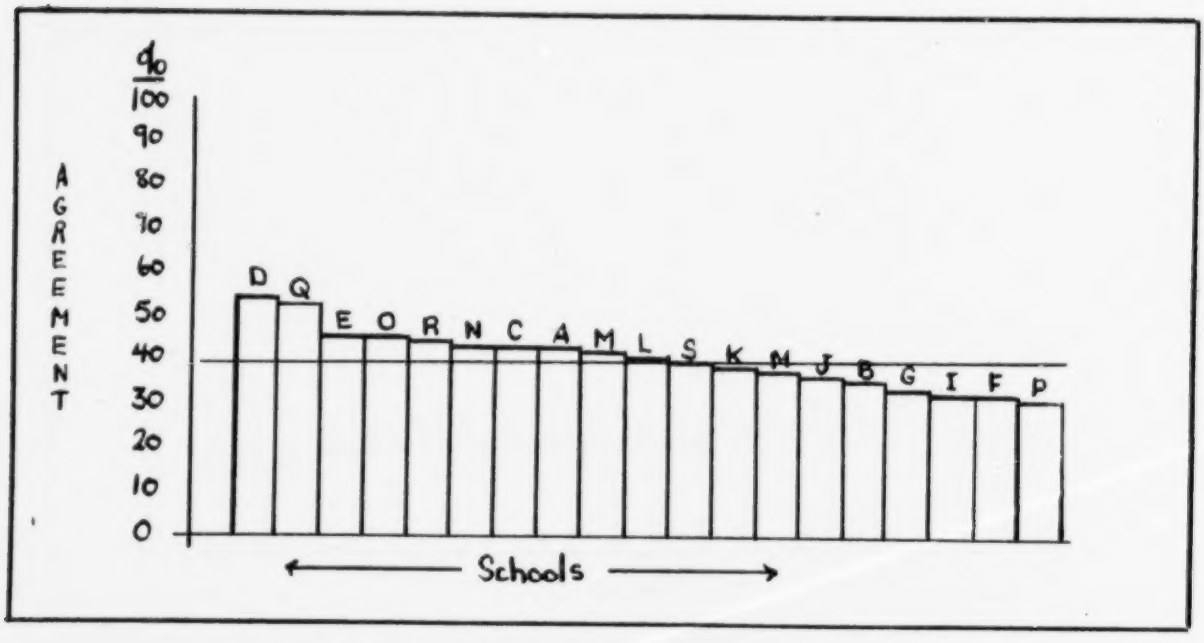
THIS SCHOOL IS NOT MEETING MY EDUCATIONAL REQUIREMENTS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	6	7	11	8
AGREE	19	23	24	22
DISAGREE	55	50	47	50
STRONGLY DISAGREE	11	10	10	10
NO OPINION	9	10	9	9
BASE (number of students responding	(1482)	(1547)	(1426)	(4694)



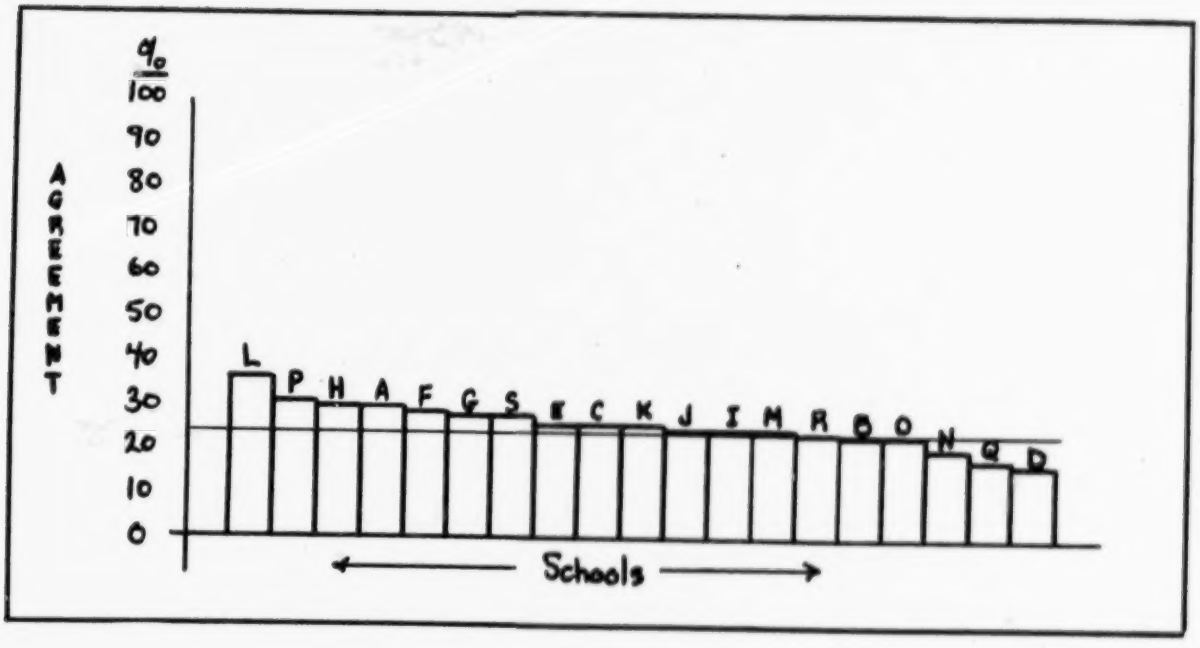
I PUT SCHOOL WORK ABOVE MOST OTHER ACTIVITIES

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	8	7	10	9
AGREE	31	31	35	32
DISAGREE	40	39	35	38
STRONGLY DISAGREE	15	17	15	15
NO OPINION	6	5	5	5
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



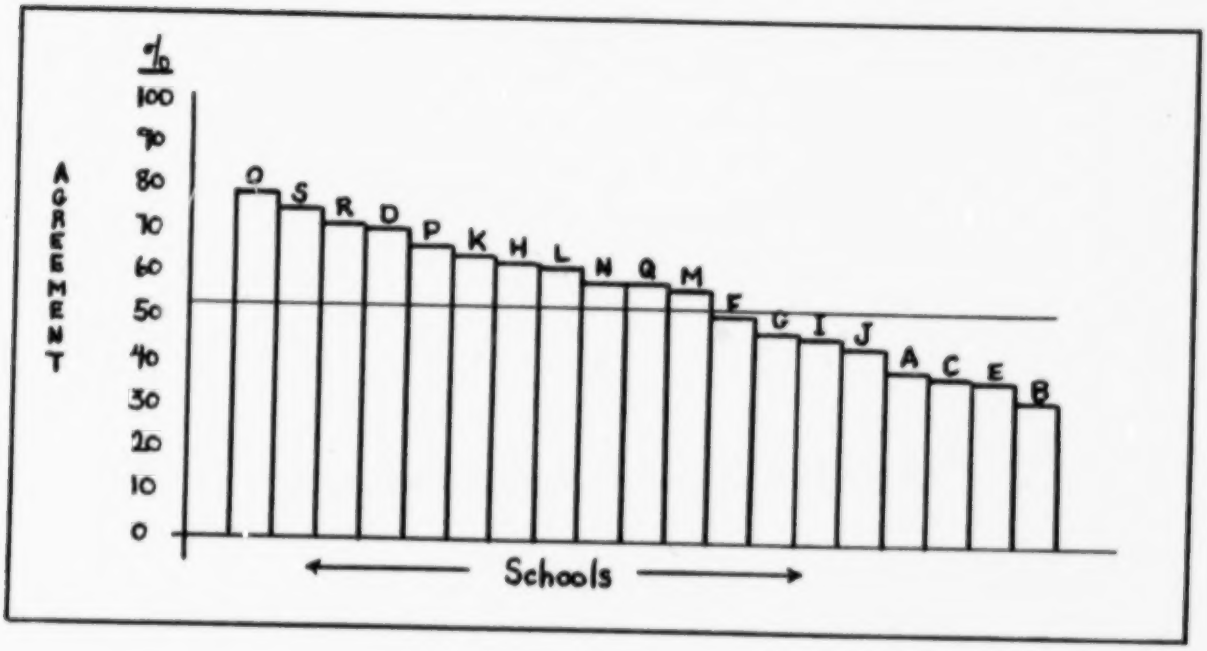
I GO TO SCHOOL ONLY BECAUSE I HAVE NO BETTER ALTERNATIVE

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	7	7	9	6
AGREE	17	18	21	18
DISAGREE	44	45	41	43
STRONGLY DISAGREE	31	27	25	27
NO OPINION	2	3	3	3
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



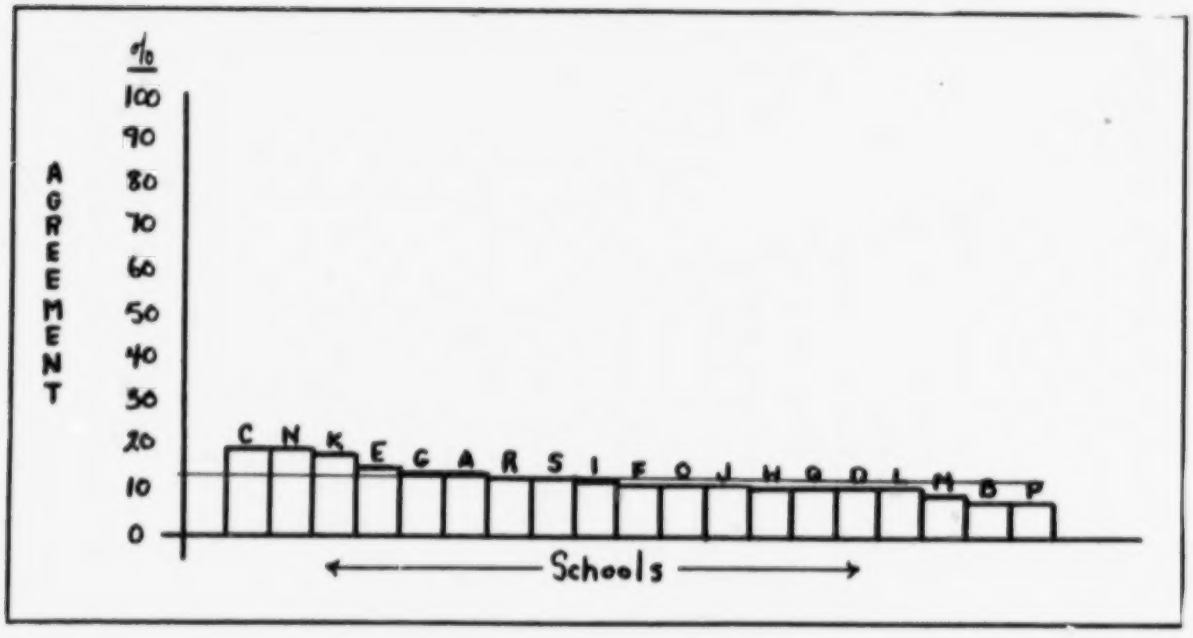
THIS SCHOOL ENCOURAGES STUDENTS TO THINK FOR THEMSELVES

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	10	8	7	9
AGREE	50	49	42	47
DISAGREE	25	27	32	28
STRONGLY DISAGREE	8	10	13	10
NO OPINION	7	6	6	6
BASE (number of students responding	(1482)	(1547)	(1426)	(4694)



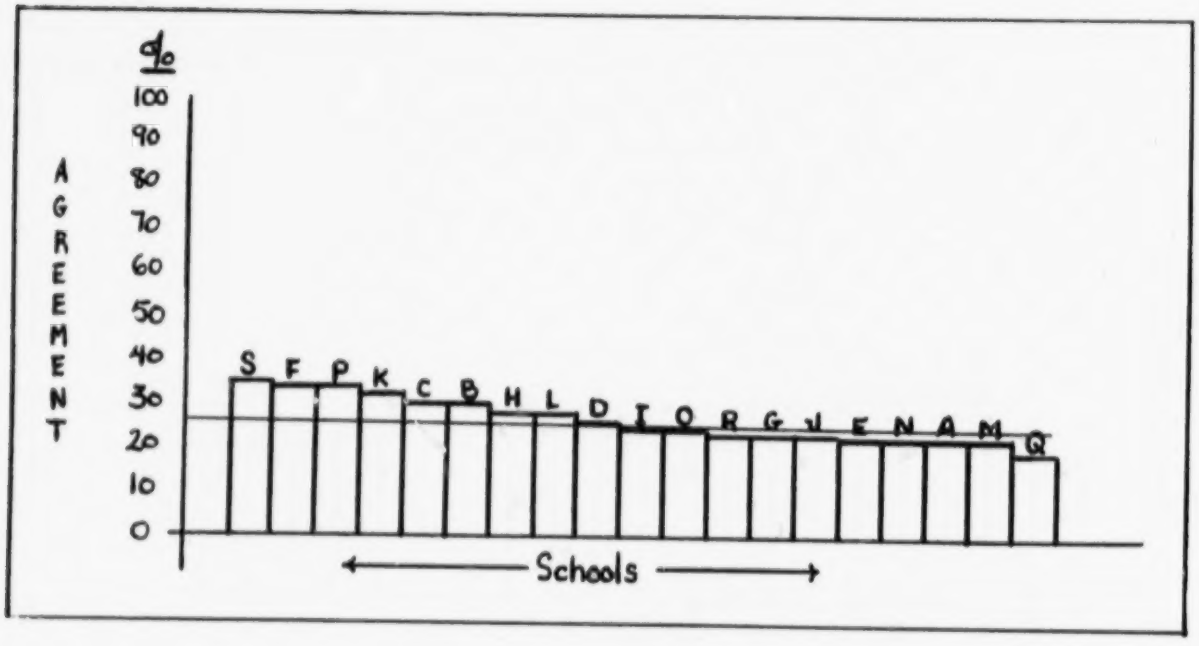
SCHOOLS SHOULD TRY TO CHANGE THE VIEWS OF STUDENTS
WHO HAVE UNUSUAL OR UNPOPULAR BELIEFS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	5	4	4	4
AGREE	11	8	6	9
DISAGREE	30	28	26	28
STRONGLY DISAGREE	47	53	60	52
NO OPINION	6	5	4	5
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



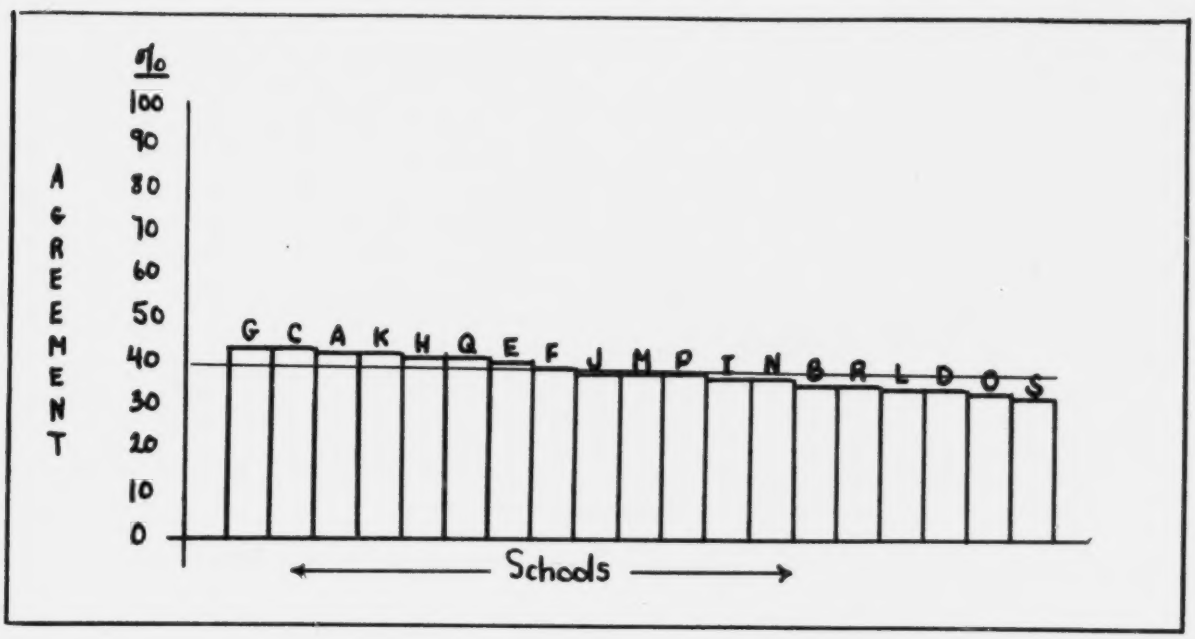
I THINK THERE ARE MORE PRACTICAL THINGS TO DO THAN GOING TO SCHOOL

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	5	6	8	6
AGREE	15	20	26	20
DISAGREE	48	47	41	45
STRONGLY DISAGREE	25	18	14	19
NO OPINION	7	9	11	9
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



A HIGH SCHOOL EDUCATION IS OF LITTLE HELP
IN PREPARING FOR A JOB TODAY

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	9	12	18	13
AGREE	21	26	31	25
DISAGREE	39	35	30	35
STRONGLY DISAGREE	27	22	15	22
NO OPINION	5	4	5	5
BASE (number of students responding	(1482)	(1547)	(1426)	(4694)



STUDENTS' COMMENTS ABOUT SCHOOL OPERATION AND POLICY

All students were asked if they had suggestions for change which should be made to bring about improvement and were given a list of topics about which they might care to comment (see number 42 on questionnaire). The topic School Operation and Policy elicited responses from over two-thirds (68%) of the students whose questionnaires were examined (see Data Analysis, page 4).

Forty-four percent of the respondents suggested that attendance should not be compulsory, or that "Attendance Notes are dumb....." e.g.

... *Attendance should not be compulsory for anyone. We should have freedom in and out of school as long as classes are not disturbed.

... There is too much emphasis on attendance notes in this school and the punishment resulting from absence.

... Attendance should be optional. Those who really care about getting their education will come to class.

... All students should be on the honour role system.

Some students added the idea that "The admit slips for students late or absent only causes the student to lose more class time."

Comments about opening exercises, which were made by 10% of the respondents, were generally of a derogatory nature, such as the following:

... Get rid of opening exercises completely.

... Opening exercises - for the birds.

---

* Indented passages preceded by dots are comments made by students, which are being quoted verbatim.

... Opening exercises mean nothing and should be completely abolished.

Seven percent of the respondents stated that "Dress should be optional", e.g.

... School's main concern should be with education and not petty things like clothing. Dress doesn't necessarily indicate attitude.

... A student should be allowed to dress as he pleases...

However, 2% of the respondents reported that there should be stricter rules on dress.

... I think there should be certain standards should be set for dress for the sake of reflecting a serious learning atmosphere. The neatness and cleanliness, not necessarily classiness of dress reflects the state of mind of those concerned. People who take care of their appearance take care of their education and eventually their jobs and future homes.

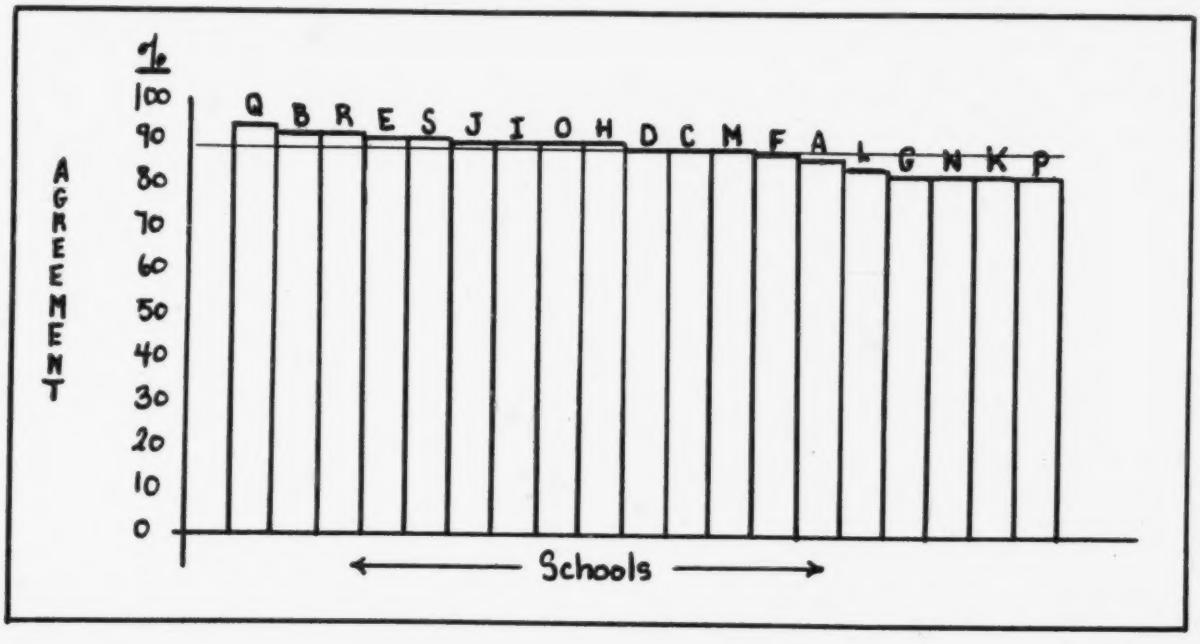
The following table summarizes the variety of suggestions students made about school operation and policy.

Response	Percent Making Comment
	%
Re ATTENDANCE - honour system/no NOTES/ not compulsory	44
Reference to opening exercises "no Queen", etc. (generally derogatory comments)	10
Re DRESS - optional	7
Comments about letting students BE RESPONSIBLE	6
Things are OK here	5
Stricter rules on dress	2
Compulsory attendance and notes	1
OTHER	5
NO ANSWER	32
BASE (number of questionnaires examined)	(875)

EVALUATION

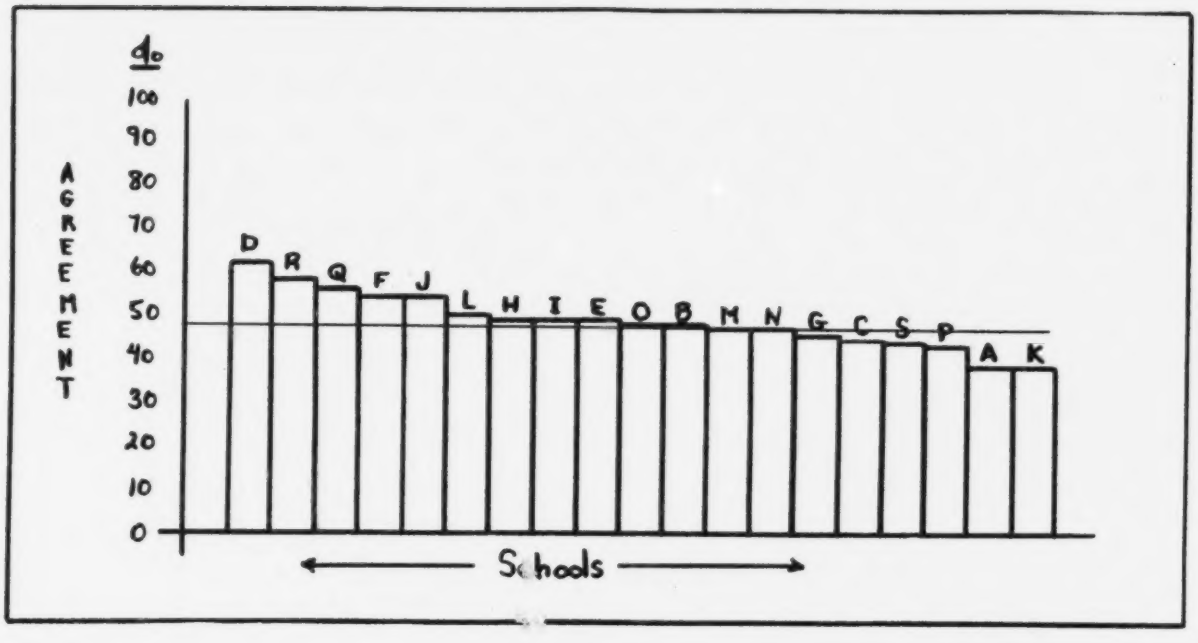
PERIODIC TESTS ARE VALUABLE IN LETTING STUDENTS
KNOW HOW THEY ARE DOING

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	29	29	29	29
AGREE	60	61	60	60
DISAGREE	6	6	7	6
STRONGLY DISAGREE	2	2	2	2
NO OPINION	2	1	2	2
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



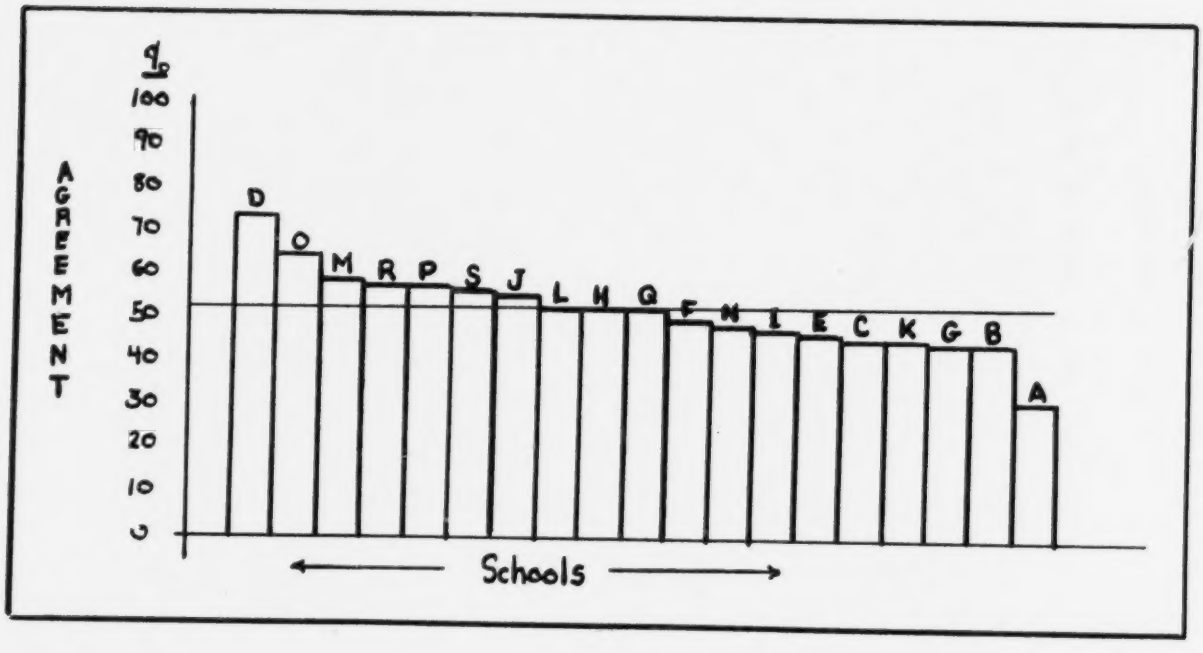
EVALUATION OF STUDENTS' ACADEMIC PROGRESS
SHOULD BE LEFT UP TO THE TEACHERS.

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	10	9	9	10
AGREE	40	39	39	39
DISAGREE	30	34	33	32
STRONGLY DISAGREE	13	11	13	12
NO OPINION	6	6	6	6
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



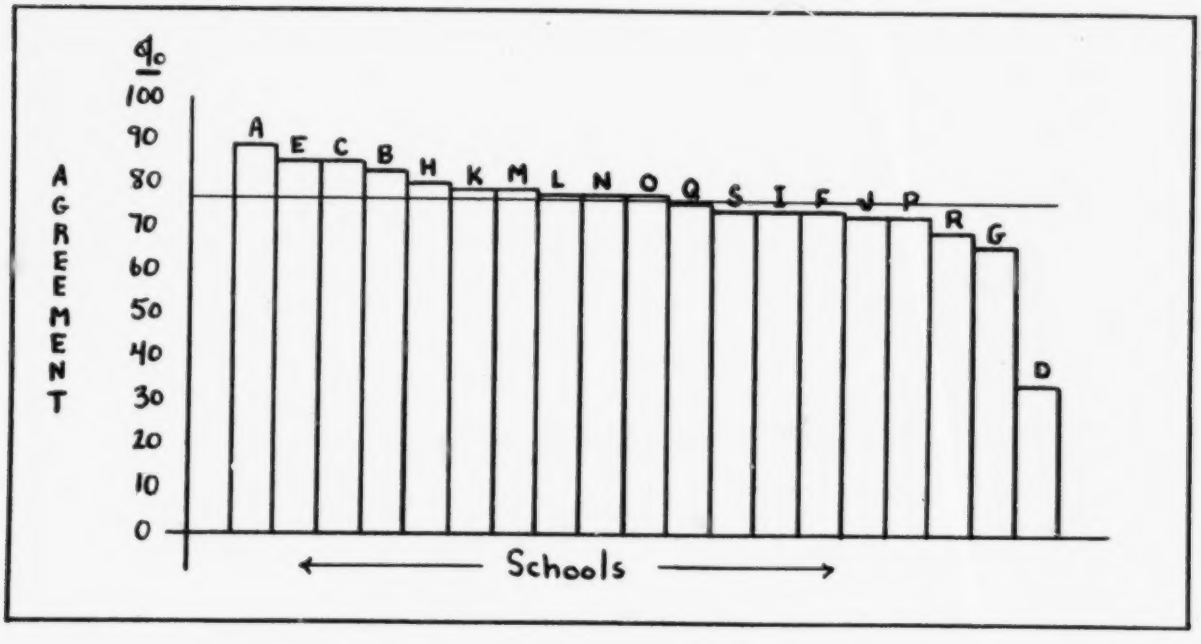
MY TEACHERS ARE FAIR IN EVALUATING STUDENT PROGRESS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	4	4	3	4
AGREE	47	48	49	48
DISAGREE	28	27	27	27
STRONGLY DISAGREE	9	9	9	9
NO OPINION	13	12	11	12
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



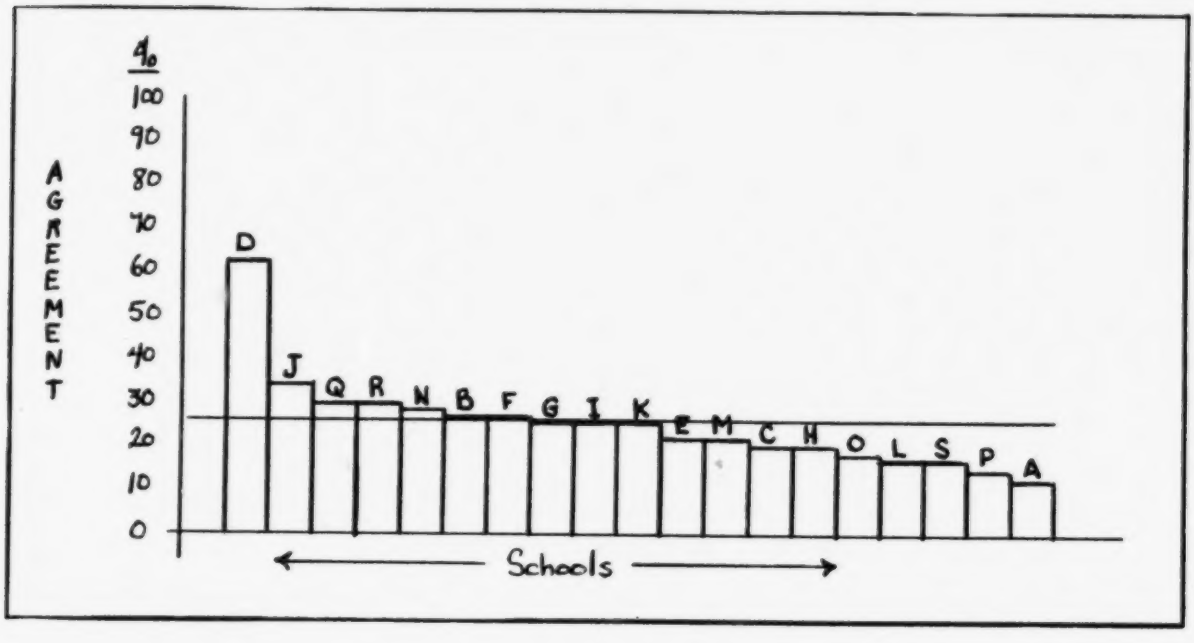
STUDENTS SHOULD BE ABLE TO PARTICIPATE IN DETERMINING THE METHODS USED TO EVALUATE THEIR ACADEMIC PROGRESS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	26	28	28	27
AGREE	52	51	50	50
DISAGREE	14	13	14	14
STRONGLY DISAGREE	2	3	4	3
NO OPINION	5	4	4	4
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



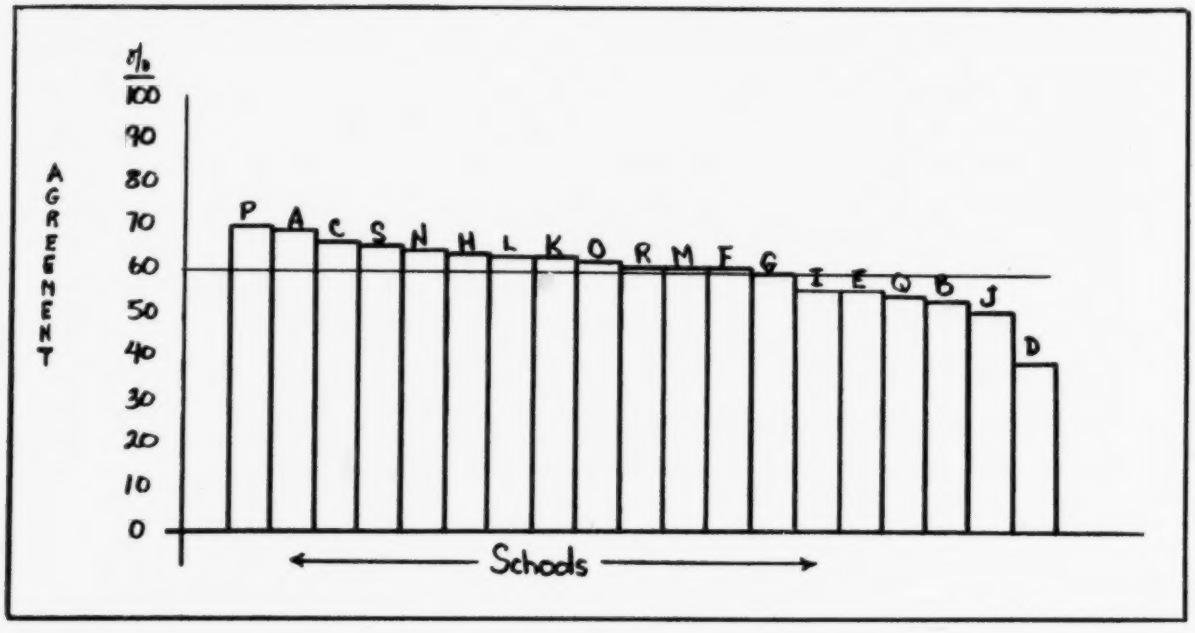
FORMAL EXAMINATIONS ARE NECESSARY
TO LET STUDENTS KNOW WHERE THEY STAND

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	4	4	4	4
AGREE	21	17	20	20
DISAGREE	38	40	39	38
STRONGLY DISAGREE	34	37	35	34
NO OPINION	3	2	2	3
BASE (number of students responding	(1482)	(1547)	(1426)	(4694)



FORMAL EXAMS ARE A WASTE OF TIME

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	33	35	32	33
AGREE	27	28	27	27
DISAGREE	28	26	29	28
STRONGLY DISAGREE	8	7	8	8
NO OPINION	3	4	3	4
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



STUDENTS' COMMENTS ABOUT METHODS OF EVALUATION

Over two-thirds (69%) of the respondents had suggestions for improvement in the area of evaluation. In the following table these suggestions are summarized.

Response	Percent Making Comment
	%
Less emphasis on formal exams/should be continous evaluation/tests/seminars/term work/ essays.	28
Eliminate formal examinations	12
Evaluation should include teachers and students.	11
Should be better evaluation standards - uniformity/more than one teacher involved	5
Everything OK	3
Individual evaluation (not comparison to peers)	3
Less personal opinion involved	2
More tests and exams/more emphasis on exams	2
OTHER	5
NO ANSWER	31
BASE (number of questionnaires examined)	(875)

A majority of these respondents (40%) suggested that formal exams should be de-emphasized or abolished.

... Exams are not necessary they are harmful. Short tests are less terrifying.

... Tests, essays, reports through the year. Formal exams are just periods in the year where everyone crams like hell and three days later forgets it all.

... No tests should be given. A student should be marked on his daily contribution to class discussions and homework assignments.

... Exams stink! Why should my passing or failing my year depend largely on 1 - 1/2 - 2 hour exam. My nerves just can't stand the strain.

... Are improving. Less stress on exams more value on day to day study.

... Exams serve no purpose except the creation of unnatural pressure. They are no reflection of a students intelligence.

... Exams should be eliminated (the only thing it did for me was to turn me into a nervous wreck!)...

... Exams only show how much work a person has cramped into their heads. The option of writing an exam should be left up to the student.

... There should be no formal exams. Too much pressure is on the student and therefore it is not an accurate determination of his ability.

Another 11% of these respondents suggested that students should be involved in the process.

... Together - teachers and students should discuss and arrive at satisfactory methods of evaluation.

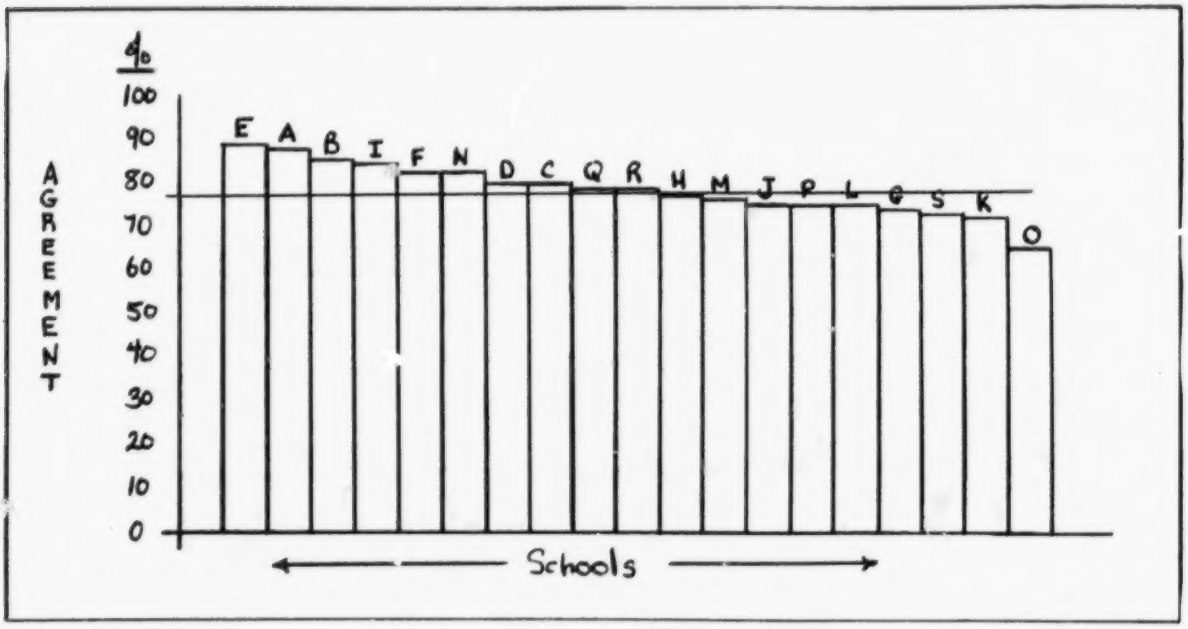
... There should be a personal evaluation between a teacher and his student.

... . more student involvement in evaluation.

STUDENT RIGHTS/RESPONSIBILITIES

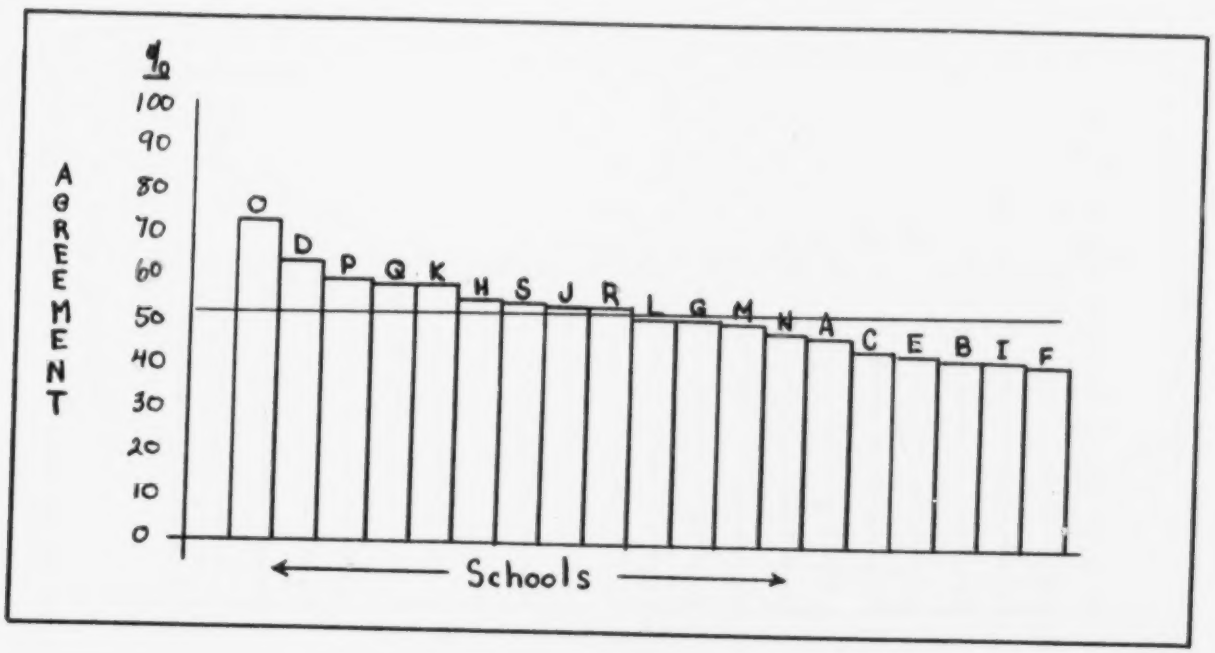
STUDENTS NEED MORE FREEDOM TO DECIDE WHICH AREAS THEY WANT TO STUDY WITHIN THE SUBJECTS AVAILABLE

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	31	29	31	30
AGREE	50	51	47	49
DISAGREE	14	15	17	15
STRONGLY AGREE	2	2	2	2
NO OPINION	3	4	3	3
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



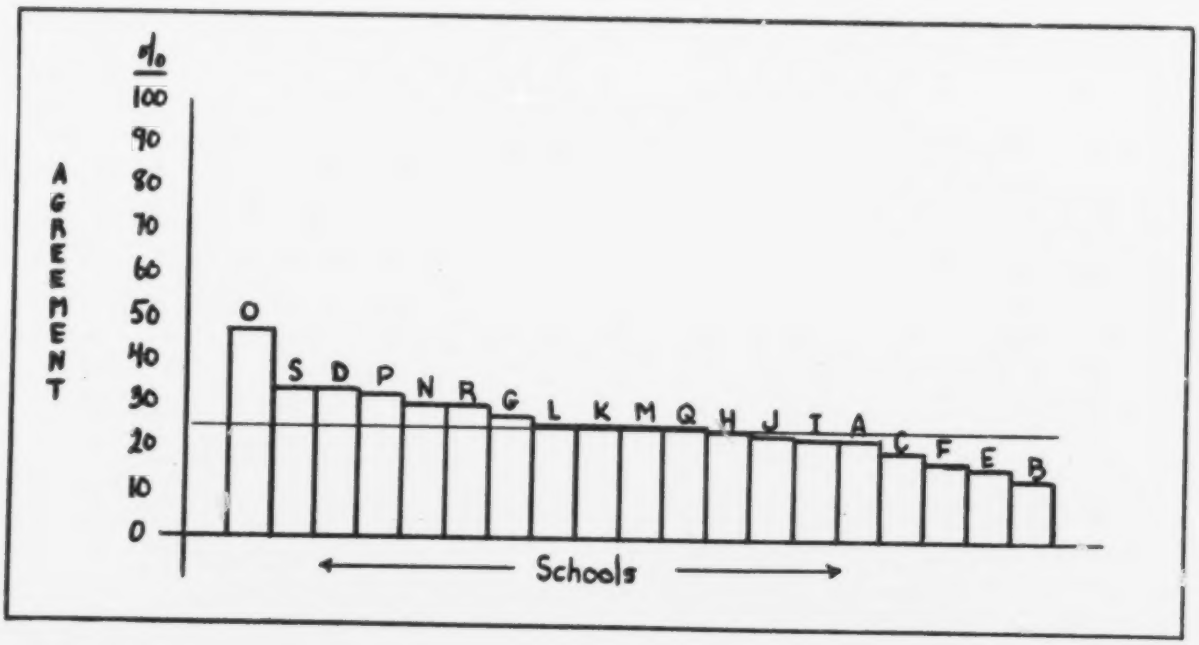
STUDENTS HAVE SUFFICIENT FREEDOM TO DECIDE
WHAT THEY WANT TO STUDY

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	10	10	7	9
AGREE	44	45	42	44
DISAGREE	31	30	35	32
STRONGLY DISAGREE	12	12	14	12
NO OPINION	2	2	2	3
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



STUDENTS NOW HAVE SUFFICIENT VOICE
IN DETERMINING SCHOOL POLICY

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	3	3	3	3
AGREE	26	23	20	23
DISAGREE	44	47	45	45
STRONGLY DISAGREE	17	18	23	19
NO OPINION	10	9	8	9
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



STUDENTS SHOULD HAVE A GREATER VOICE
IN MAKING DECISIONS ABOUT CURRICULUM

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	33	32	33	32
AGREE	46	45	46	45
DISAGREE	9	12	12	11
STRONGLY DISAGREE	2	3	2	2
NO OPINION	3	6	4	6
NO ANSWER	2	2	3	4
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

STUDENTS SHOULD HAVE A GREATER VOICE
IN MAKING DECISIONS ABOUT METHODS OF EVALUATION

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	28	33	31	30
AGREE	43	43	44	43
DISAGREE	14	13	14	14
STRONGLY DISAGREE	3	2	2	2
NO OPINION	7	3	3	3
NO ANSWER	8	7	6	8
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

STUDENTS SHOULD HAVE A GREATER VOICE
IN MAKING DECISIONS ABOUT OPERATIONS OF THE SCHOOL

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	23	25	23	24
AGREE	43	43	42	42
DISAGREE	19	18	20	19
STRONGLY DISAGREE	3	3	3	3
NO OPINION	4	4	5	5
NO ANSWER	9	7	6	7
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

STUDENTS SHOULD HAVE A GREATER VOICE
IN MAKING DECISIONS ABOUT TEACHING METHODS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	21	24	23	22
AGREE	38	38	41	39
DISAGREE	22	21	22	22
STRONGLY DISAGREE	5	6	5	5
NO OPINION	4	3	4	4
NO ANSWER	9	7	6	8
BASE (number of students responding)	(1480)	(1547)	(1426)	(4694)

STUDENTS SHOULD HAVE A GREATER VOICE
IN MAKING DECISIONS ABOUT DISCIPLINARY METHODS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	23	30	27	26
AGREE	35	35	35	34
DISAGREE	22	20	21	21
STRONGLY DISAGREE	5	5	5	5
NO OPINION	6	5	5	6
NO ANSWER	10	8	7	8
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

STUDENTS' COMMENTS ABOUT STUDENTS' RIGHTS

Over half the respondents (52%) made some suggestions or comments about the issue of students' rights. Some of these students offered specific suggestions about rights to which they felt they were entitled, whereas others treated the question more generally and gave their views, either pro or con. A summary of the responses is given in the following table.

Response	Percent Making Comment
	%
Comments regarding attendance - should be voluntary, cards unnecessary, honour system.	8
Vague statements to the effect that things could be improved in this area, that students need more rights.	7
Students have enough rights now, can't handle more, etc.	7
Students should be treated like ADULTS, humans, respected.	7
Reference to SMOKING and/or LOUNGE	4
Freedom to air views, have, conduct meetings	3
Students should be given more RESPONSIBILITY	2
Right to choose <u>what</u> & <u>when</u> to learn	2
Rights should be documented (Bill of Rights should have been passed)	2
Students have no rights	2
Things are improving	2
OTHER	6
NO ANSWER	48
BASE (number of questionnaires examined)	(875)

Comments about attendance and the honour system were made by 8% of the respondents. A few examples may serve to illustrate the kinds of rights these students would like in this area.

... Once a student is 18 or over, there should be complete honour system regarding attendance.

... Students should be able to attend the classes they want and not be punished for not attending.

... Our school is very liberal, however I would like to witness a greater freedom and thus greater responsibility for attendance.

... Students should have the right to attend classes as they see fit - after all - if they don't go it doesn't hurt the teacher.

... Honor system so that people not doing so well can get more attention.

The students who responded in a more general vein were not in agreement; 7% stated that students' rights" are almost nil" whereas another 7% felt that "we have plenty of rights now". A few examples of these opposing views are:

... Students are here to learn. Student Rights should not even be mentioned in such an institution.

... They have quite a few rights now. They can't totally run the school. In the future they can't always run jobs the way they want.

... In this school the rights are pretty good.

... I think that increasing rights only makes them become too free. Too much freedom leads to apathy.

... The rights of the general populus should be the only rights of the student and he should receive no special consideration.

... Students have all the rights they need and deserve. If they don't think so, let them leave and find out how many rights they'll have as workers in our society.

... Drop many rules affecting students. Students are deserving of more freedom.

... Students at high school are still not treated as they should be. They have to do what they are told regardless of whether they are right or wrong. They should have to go to school under the rights everyone has to live on.

... Student rights are grossly unfair to students they should be changed.

... Students have too little rights in deciding school policy. In one case, even a mass petition was not enough to change rules.

... Some classes we still must ask to be excused or raise our hands to go to pencil sharpener.

Another 7% of the students feel they should be treated as adults.

... We are students not little children and should be treated as such.

... We are constantly told "teachers are only human" - Now why don't the teachers realize we're only human too!

... Students should be regarded as people and be given the rights that people deserve especially if they show the maturity to exercise these rights in mature manner.

... Students should be treated as intelligent human beings - only then can they act like one.

Only 2% of these respondents referred specifically to the Students' Bill of Rights. Some of the comments regarding documentation of students' rights ran along the lines of those shown below.

... The students should be given a Students' Bill of Rights to insure that each individual's rights are taken into consideration.

... The rights should be laid out for all the students to see as I feel most students don't know what they are.

... I am not in favour of a Students' Bill of Rights.

... The students' bill of rights passed by ICSCNY and almost passed by the Board, I feel should be implemented after some clarification in confusing areas and be used as a guideline in the operation of North York Schools. It is unfortunate that the need to formally establish some very basic rights had to arise.

... Adopt the Bill of Rights introduced by ICSCNY but vetoed by Board.

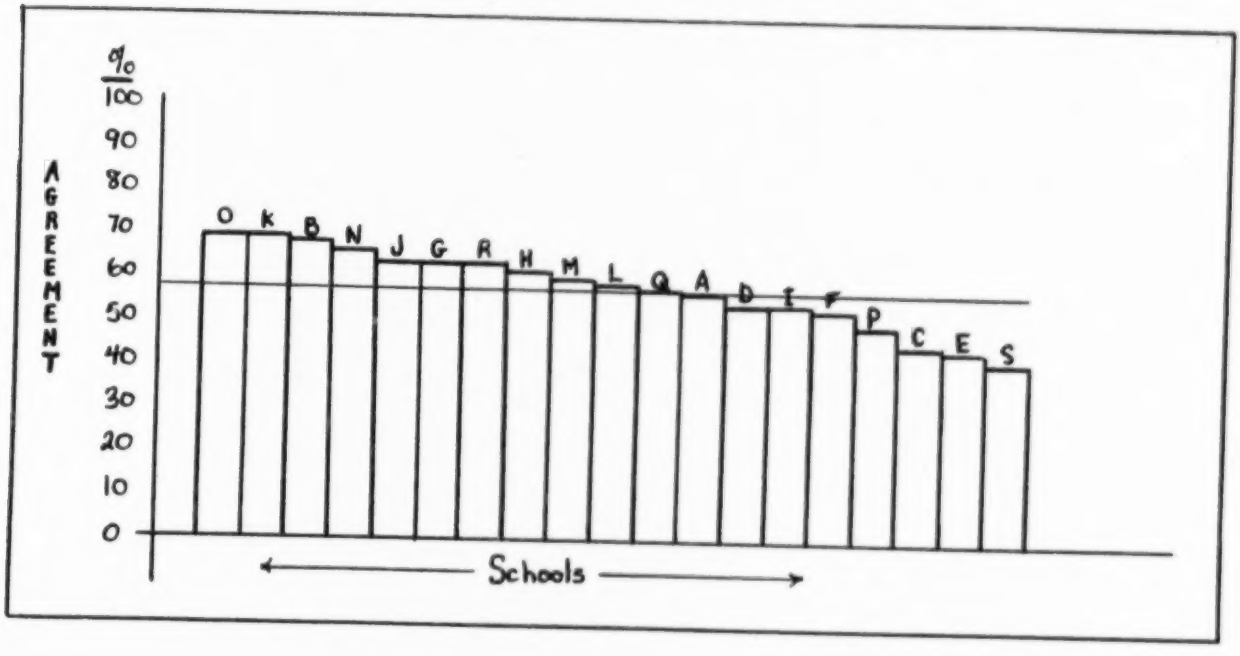
STUDENTS' COUNCIL

DO YOU KNOW WHAT ICSCNY IS?

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
YES	39	58	71	54
NO	46	30	19	32
DON'T KNOW	12	10	6	10
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

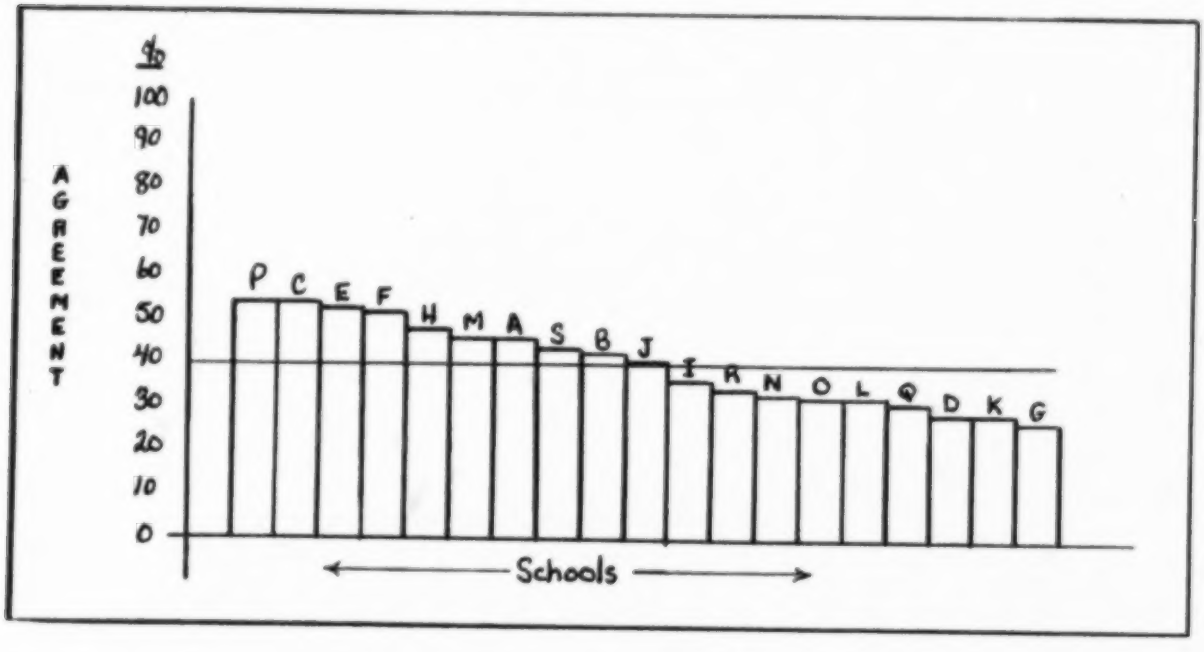
I AM AWARE OF WHAT THE STUDENTS' COUNCIL AND OTHER SIMILAR STUDENT GROUPS DO

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	9	8	12	10
AGREE	48	50	49	48
DISAGREE	27	27	24	26
STRONGLY DISAGREE	10	10	8	9
NO OPINION	6	5	7	6
BASE (number of students responding	(1482)	(1547)	(1426)	(4694)



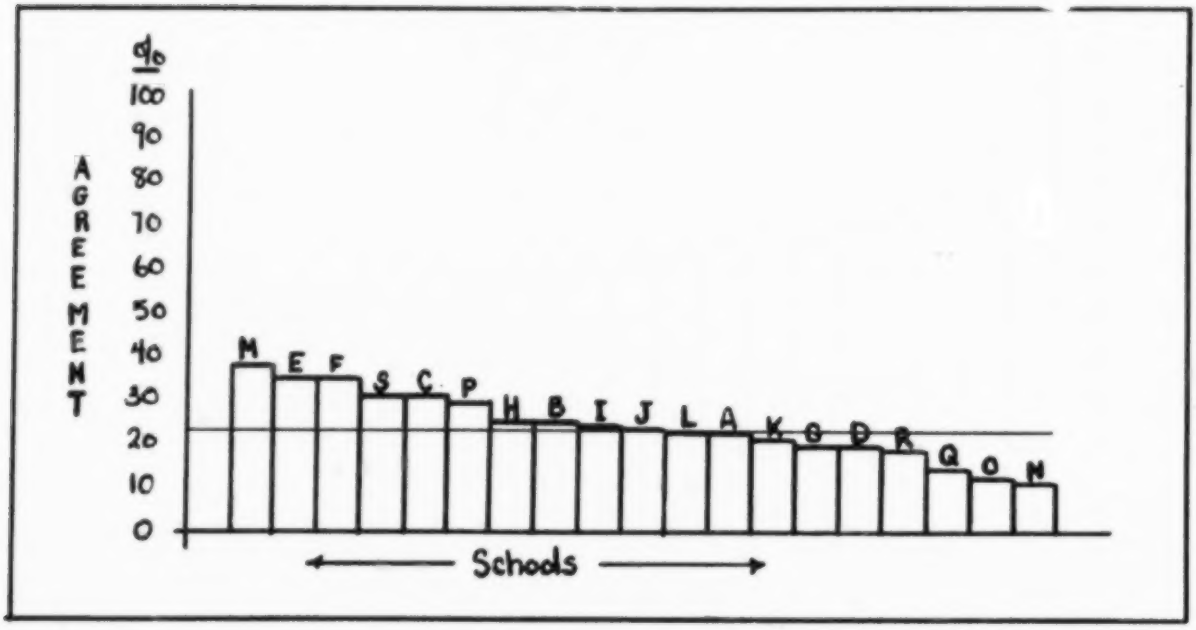
I HAVE LITTLE INTEREST IN THE WORK OF THE STUDENTS' COUNCIL OR OTHER SIMILAR STUDENT GROUPS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	7	10	12	10
AGREE	30	34	33	31
DISAGREE	38	36	34	36
STRONGLY DISAGREE	17	13	15	15
NO OPINION	7	7	6	7
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



STUDENT COUNCIL GROUPS ARE USELESS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	8	11	12	10
AGREE	12	14	16	14
DISAGREE	42	42	41	41
STRONGLY DISAGREE	27	20	18	21
NO OPINION	10	11	11	11
BASE (number of students responding	(1482)	(1547)	(1426)	(4694)



STUDENTS' COMMENTS ABOUT STUDENTS' COUNCIL

Fifty-nine percent of the respondents commented on the Students' Council. The following table summarizes these responses:

Response	Percent Making Comment
	%
Specific reference to the need for more POWER/responsibility/freedom	21
Mainly critical remarks - no constructive ideas for improvement offered, e.g. "abolish it", "useless", etc.	12
Involve students more, generate school spirit	12
"Don't know anything about it"	9
Reference to the membership - e.g. "no teachers on council", "include parents, staff or administration"	4
Reference to the students/representatives who should be on the council.	3
"It is OK the way it is"	2
OTHER	2
NO ANSWER	41
BASE (number of questionnaires examined)	(875)

One in five (21%) students stated that the council "doesn't have enough power of it's own" or that it needed responsibility in certain areas.

... The students' council should not be restricted in its activities. I feel that a parent-student-staff council should be established to air grievances meaningfully in areas of education.

... It seems to me not to be very important when principal has veto powers.

... I feel that the staff hinder any possible progress that the students' council want to make. There should be an equal number of students as staff to deciding on school issue.

... The student council is constantly being reprimanded by the administration. The censoring of activities and advertisment hinders the effect that the stud. coun. could have in helping the students.

... Stop the sham. They'll never get any power. They're only a debating society now. They were only created to give kids some political experience - to play president - they serve no purpose.

However, 12% of these respondents suggested that it was "Beyond improvement - forget it!'. " or simply took the opportunity to make derogatory remarks about it.

... It should abandoned - they only bug the kids.

... Get rid of inaffectual student council.

... Get rid of it and put in some functional council that is really useful.

... Since no-one is really interested in the Student Council why even have one? The school will survive somehow.

Other students stated that the student body should be more involved and kept better informed, for example -

... Involve more students. Not the select few - one main governing body - working for school and spirit.

... More assemblies to let us know what's happening.

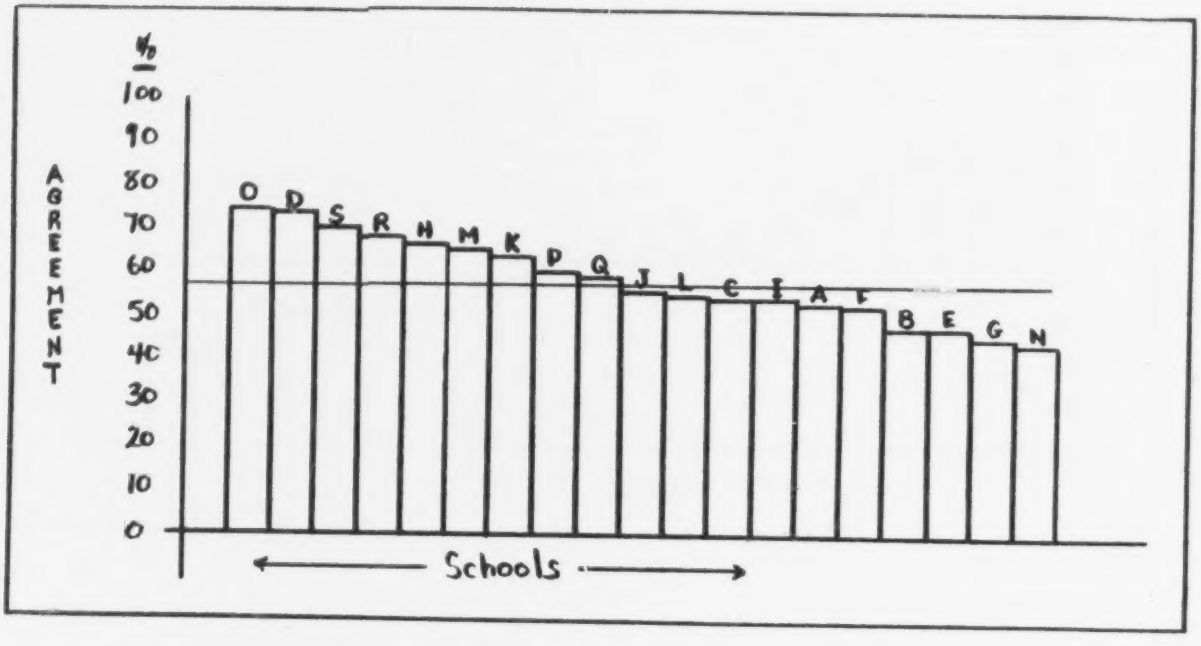
.... I think that as it is right now Students' Council is not in contact with school. In the 3 years I have been here I have never been informed by our rep. (if we have one) what goes on. He does not ask for our opinions (the student body) and notice of meetings and where they are held are with-held.

On the whole, in the view of the majority of these respondents, it seems that Students' Council can be greatly improved.

CLASSES/CURRICULUM

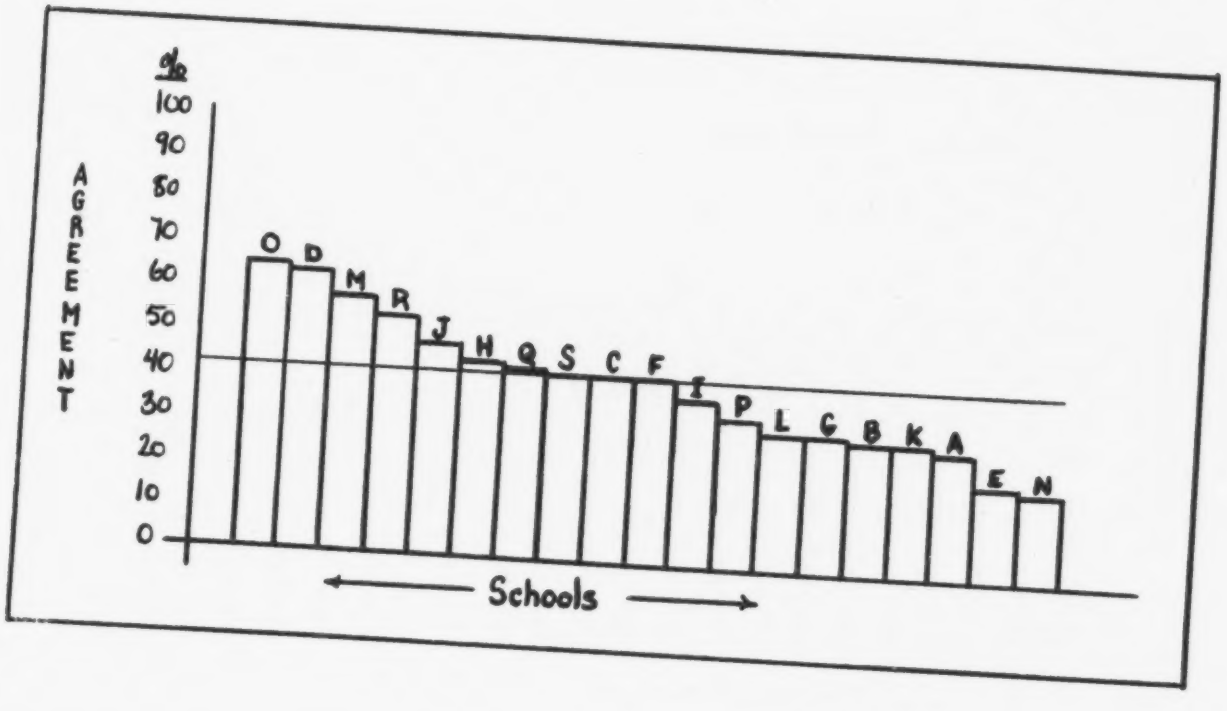
IN THIS SCHOOL I HAVE BEEN ABLE TO STUDY
IN SUBJECT AREAS WHICH INTEREST ME MOST

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	13	13	10	13
AGREE	46	46	44	45
DISAGREE	27	28	30	28
STRONGLY DISAGREE	10	10	13	11
NO OPINION	5	3	3	3
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



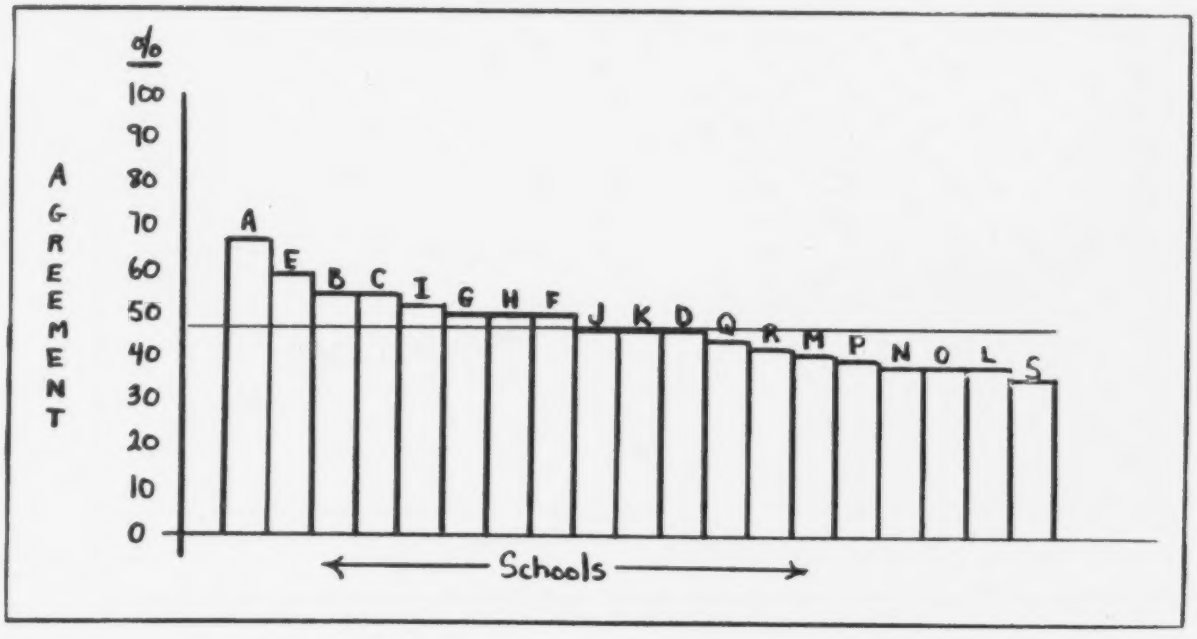
THIS SCHOOL OFFERS AS WIDE A RANGE OF OPTIONS AS NEEDED

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	7	7	6	7
AGREE	36	34	30	34
DISAGREE	37	39	39	38
STRONGLY DISAGREE	16	16	20	17
NO OPINION	4	4	4	4
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



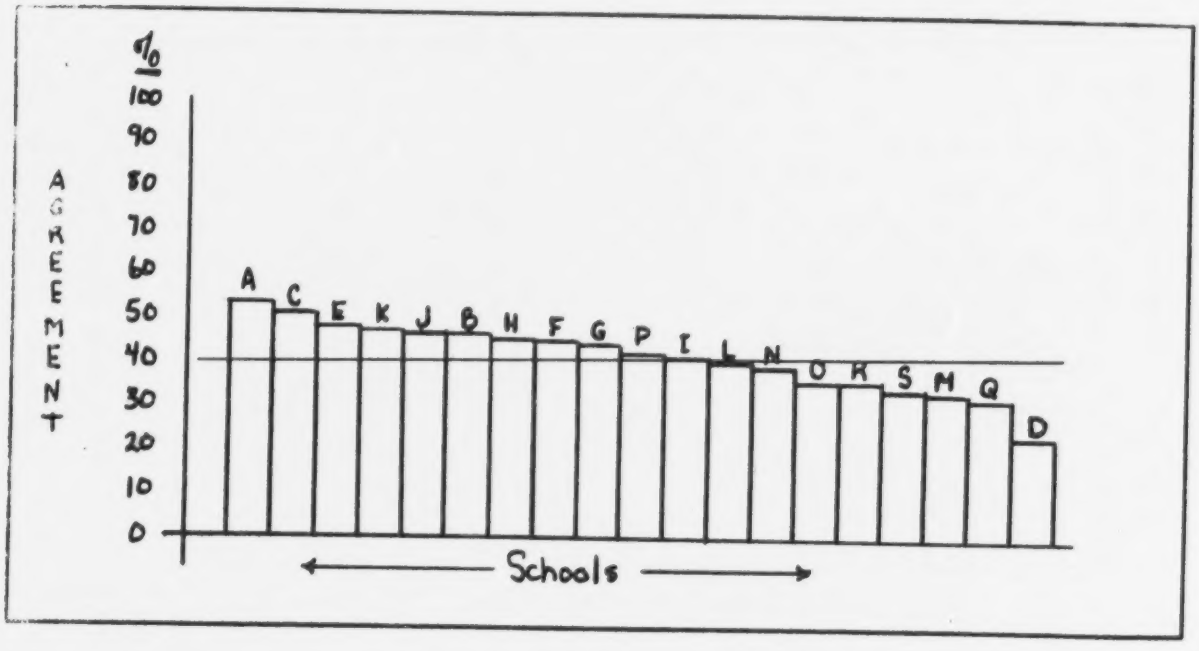
MOST OF MY CLASSES IN THIS SCHOOL ARE BORING

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	18	18	19	18
AGREE	29	29	32	30
DISAGREE	43	42	38	40
STRONGLY DISAGREE	7	5	6	6
NO OPINION	4	5	4	4
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



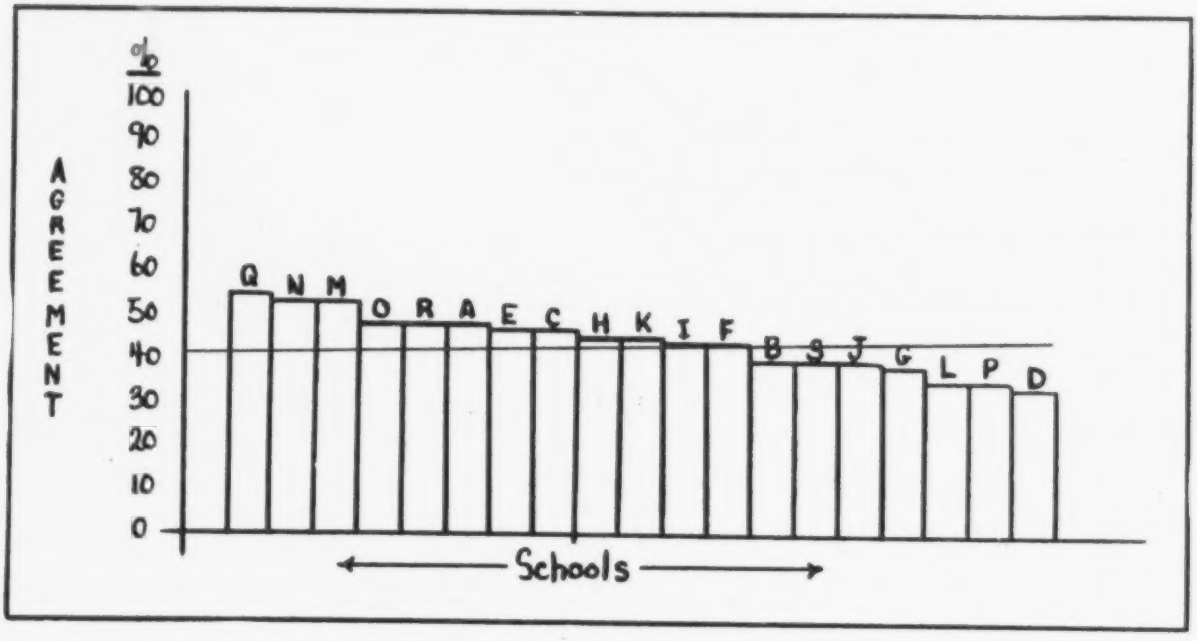
MANY OF THE COURSES I HAVE TAKEN IN THIS SCHOOL ARE OF LITTLE USE

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	15	17	19	16
AGREE	24	25	29	26
DISAGREE	42	40	35	39
STRONGLY DISAGREE	15	13	12	13
NO OPINION	4	4	4	4
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



INDEPENDENT STUDY WITHOUT CLASSES WOULD NOT WORK FOR ME

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	20	17	15	17
AGREE	28	28	26	27
DISAGREE	25	28	29	27
STRONGLY DISAGREE	21	21	24	22
NO OPINION	5	6	5	5
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



STUDENTS' COMMENTS ABOUT CURRICULUM

Less than half the students (44%) made suggestions about the curriculum, 10% of the respondents feel there should be more subjects or options available.

... Wider range with more choices of subjects.

... Not enough choices in the curriculum.

... Make options more readily available for students.

Other students provided more specific suggestions about improving the curriculum as can be seen in the following table summarizing the comments.

Response	Percent Making Comment
	%
Should be more subjects and options to choose from	10
More student-say in curriculum	7
Too much emphasis on useless subjects/more practical courses	6
Everything OK	4
More new courses needed	3
Should be more opportunity for independent study/flexibility/individual study	3
Not enough specialization offered	2
More university subjects should be available	1
OTHER	8
NO ANSWER	56
BASE (number of questionnaires examined)	(875)

Seven percent of the respondents made comments along these lines:

... Students should have more influence in the methods and areas being taught.

... Students should have more say in what they learn. His own education. More leeway should be offered to deviate from curriculum for topics of interest to student.

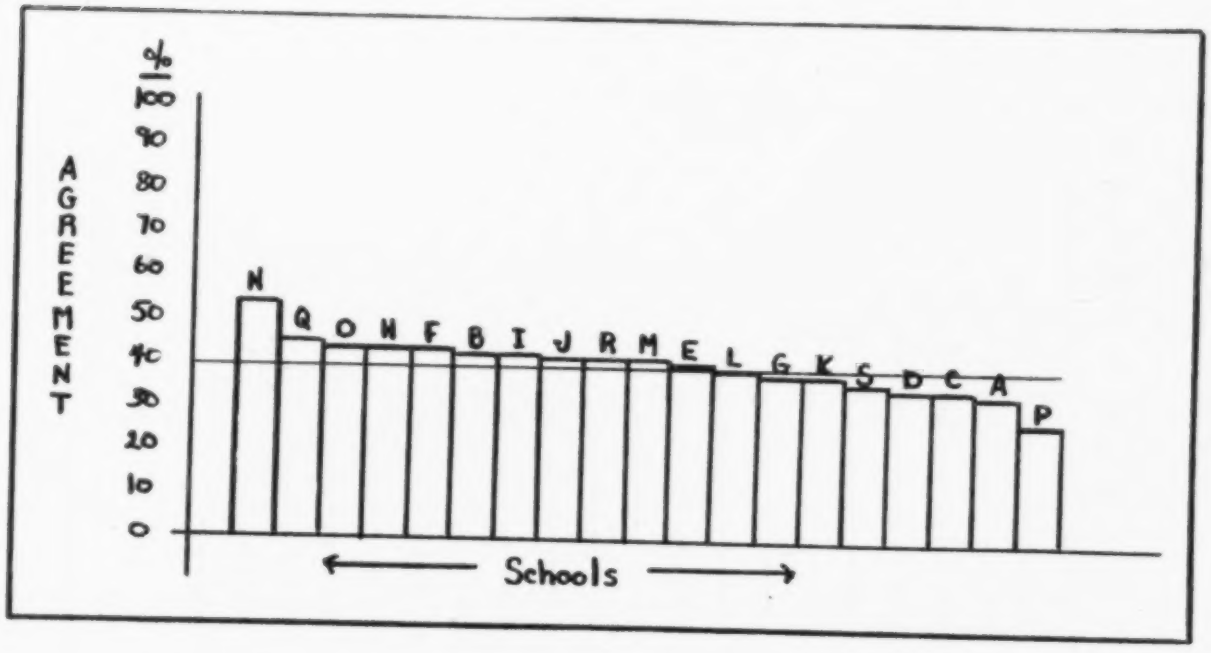
... At the conclusion of each yr. a committee of students and teachers should congregate to discuss subjects that are relevant now and could feasibly be entered into the forth comming curriculum.

... Students should be able to submit requests for cirriculum and be listened to. A student run - student volunteer cirriculum planning board would be good, as now students have no say whatsoever in cirriculum planning.

DISCIPLINE

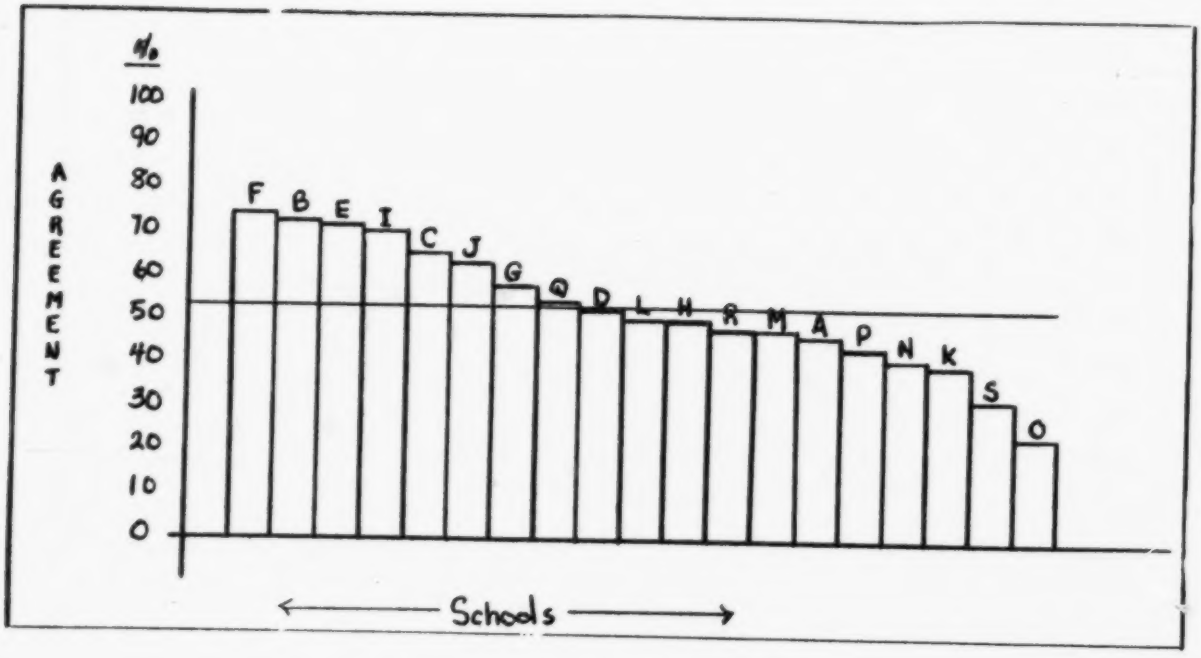
SCHOOLS NEED THE POWER TO DISCIPLINE STUDENTS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	7	7	6	7
AGREE	34	32	37	33
DISAGREE	34	34	33	33
STRONGLY DISAGREE	17	17	17	17
NO OPINION	8	9	7	8
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



STUDENTS IN THIS SCHOOL ARE HAMPERED BY MANY POINTLESS RULES AND REGULATIONS

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	25	26	28	26
AGREE	27	27	30	28
DISAGREE	34	34	31	33
STRONGLY DISAGREE	8	8	7	7
NO OPINION	6	4	4	5
BASE (number of students responding	(1482)	(1547)	(1426)	(4694)



DO YOU HAVE PERSONAL KNOWLEDGE OF PHYSICAL PUNISHMENT BEING USED IN YOUR SCHOOL

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
Yes	13	11	8	11
No	64	66	71	65
Don't Know	20	21	18	20
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

STUDENTS' COMMENTS ABOUT DISCIPLINE

The respondents who made suggestions about discipline (40%) were not in entire agreement about how things could be improved. Suggestions ranged from the idea that students should discipline themselves (8%) to the belief that more disciplining is needed (4%). In the following table a summary of students' responses to this question is found.

Response	Percent Making Comment
	%
Discussions about SELF-DISCIPLINE/let students decide/mature students don't need disciplining	8
Get rid of DETENTIONS - useless, etc.	6
It's fine in this school	5
Should not be disciplined (over attendance or lateness)	4
Too easy here/more needed	4
Those who make trouble, destroy, etc. need disciplining	4
CORPORAL PUNISHMENT useless, abolish	2
OTHER	8
NO ANSWER	60
BASE (number of questionnaires examined)	(875)

Those respondents who feel that discipline should be left up to the students made comments such as:

... Discipline should be reduced by about 90% - if any is necessary, it should be decided upon and administered by students and teachers.

... Self Discipline - if we were trained from when we were very young to control ourselves and care for others perhaps the world would be a better place.

... Make the student responsible to himself by letting him decide what is right or wrong.

... Students must learn self-discipline. School enforced discipline should only be used in most extreme cases.

On the other hand, 4% said there was not enough discipline, and another 4% feel that those who make trouble should be disciplined firmly.

... Have more discipline, everyone thinks they can do as they please.

... The school should have the right to practice strict discipline. One cannot teach people if they can't control them.

... The strap should have remained part of the discipline and used with parents permission.

... Heavy discipline if necessary in certain cases, because this school has too many extreme radicals.

Six percent of the respondents condemned the idea of detentions:

... Disciplinary methods such as detentions are outmoded.

... The present system is useless.
Detentions are of no purpose.

... Its too strict in our school. We get detentions for breathing in the wrong places! They should be abolished.

... Parents discipline, teachers teach. We're not children of 2 yrs old.
Detentions - useless. Prove nothing!

Another complaint, made by 4% of the respondents concerned disciplinary actions due to attendance or lateness.

... Having to spend 1/2 hr in the attendance office to get an admit slip for being 5 minutes late is ridiculous.

... I feel a school set up properly needs little discipline. Kids wouldn't skip classes if they didn't feel that they were somehow beating the system. Kids on the honour system from the beginning would quickly learn that they were only screwing themselves.

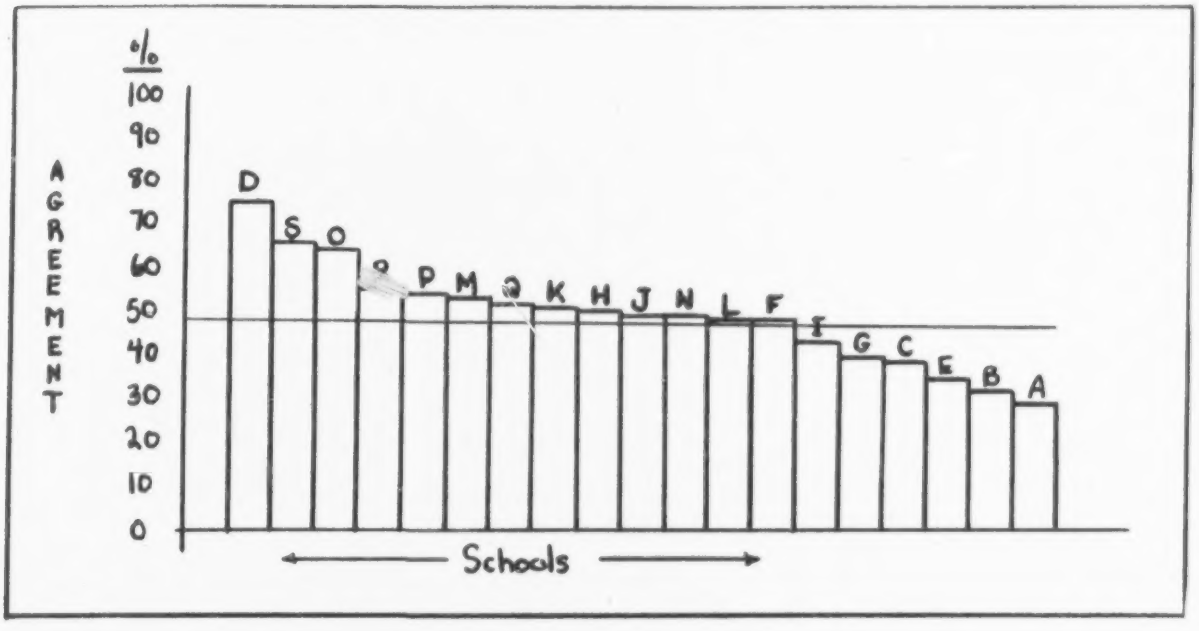
... Teachers shouldn't use attendance as a form of discipline.

... Drop a student for skipping classes is stupid if he is passing.

TEACHING

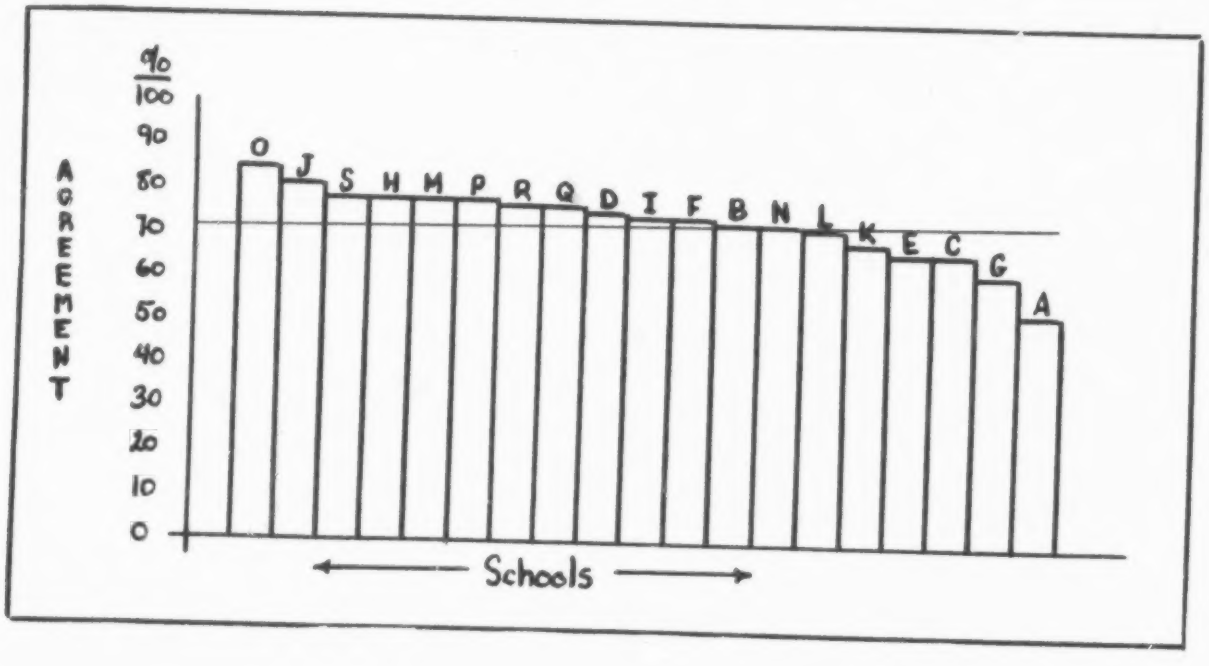
TEACHING METHODS USED IN THIS SCHOOL ARE EFFECTIVE

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	4	3	3	3
AGREE	44	44	44	44
DISAGREE	31	30	33	31
STRONGLY DISAGREE	8	8	8	8
NO OPINION	13	15	11	13
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



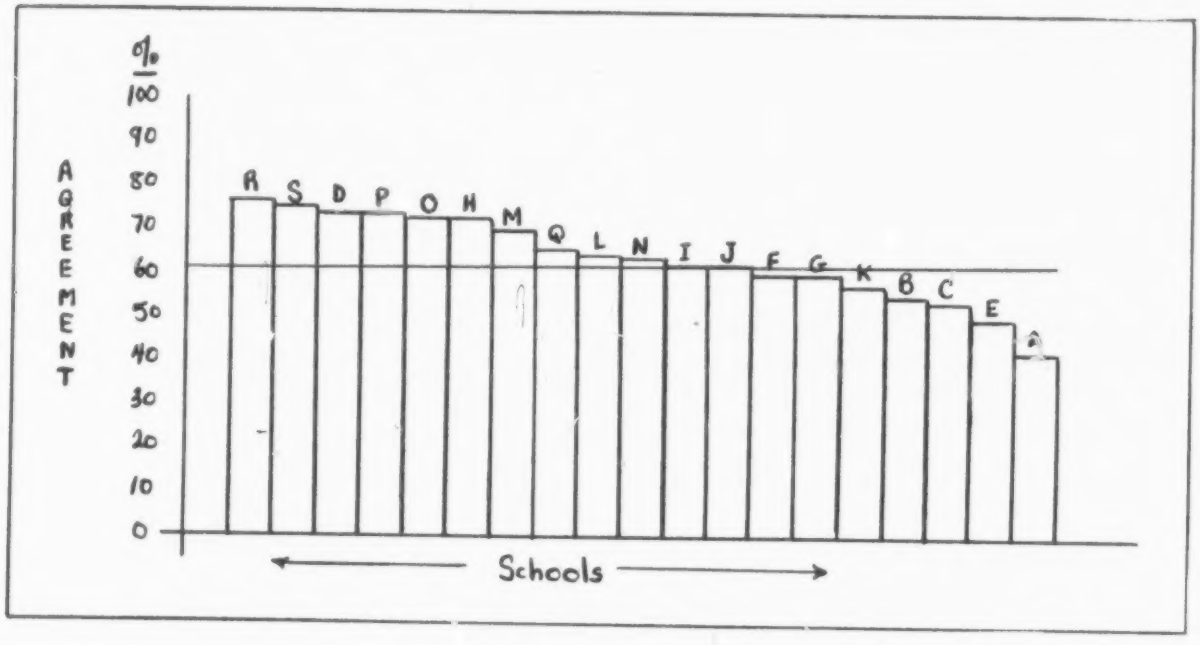
GENERALLY MY TEACHERS DO A SATISFACTORY JOB OF TEACHING

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	7	7	6	7
AGREE	68	69	66	67
DISAGREE	14	15	18	15
STRONGLY DISAGREE	5	5	6	5
NO OPINION	5	5	4	5
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



MOST OF MY TEACHERS TRY TO UNDERSTAND YOUNG PEOPLE

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
STRONGLY AGREE	6	8	8	8
AGREE	55	56	57	55
DISAGREE	23	23	22	23
STRONGLY DISAGREE	7	5	5	6
NO OPINION	8	7	7	7
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



STUDENTS'COMMENTS ABOUT TEACHING

As can be seen in the following table which summarizes the responses, there was a wide variety in the types of comments students made about teaching.

Response	Percent Making Comment
	%
Suggestion that more competent/qualified teachers are required.	14
Teachers should make classes more interesting/use a wider variety of methods.	14
General complaints about BORING classes/ teachers	9
Suggestions that teachers should be more friendly/involved with/interested in students - not SUPERIOR or IMPERSONAL	7
Let students teach/voice opinions/have say about what is taught.	4
Teachers/teaching - everything OK	4
Students should have a voice in hiring/ firing teachers	3
Younger teachers	1
Teachers should be willing to help after 4/should work with individuals	1
Give teachers more freedom	1
OTHER	4
NO ANSWER	39
BASE (number of questionnaires examined)	(875)

Sixty-one percent of the students whose questionnaires were analyzed in depth had suggestions to make about teaching. Fourteen percent said they felt teachers should be better qualified or more competent.

A few examples of these comments may illustrate the concerns these students have with respect to their teachers' competence or qualifications

... The prospective teacher should be screened very harshly before being hired, they should be very eager to work with young people. The best teachers don't necessarily have the highest degree from University. Often very intelligent teachers can't convey their idea at a student's level.

... Get teachers more interested in teaching than making money.

... Many teachers are not up-to-date on modern methods of teaching. They should try to change their antiquated ways.

... Should be payed by merit of ability - should periodically be made to re-qualify for the profession.

... The teaching becomes a poorer quality every year. Teachers take for granted what students have learned previous years.

Closely related to these views are the views of another 14% who suggested that teachers should improve their approach in the classroom by using a variety of methods.

... Its alright but I wish there were more teachers who did not just teach straight from the text book. It doesn't prepare you for life only college.

... Could be made more interesting if outside aids were brought in:guests, more films, etc.

... I think that a lot of teachers bore their students because they don't make a subject interesting. Interest could be increased by using different methods of instruction and involving the students as much as possible.

... More varieties of teaching methods should be applied, i.e. frequent seminars, general discussions.

Along the same lines were critical comments made by 9% of the students about "boring classes"; this group failed to suggest ways of making improvements but simply complained.

... A very monotonous and boring teacher is the hardest thing to pay attention to.

... This school is #1 for the most boring teachers, out of 7 subjects, I only learn in two classes.

... Most of my teachers are very poor ones. Few teach for the interest of it. On the most part my classes are taught in the run-of-the-mill way with the result of boring classes & disinterested students who have learned little.

Seven percent of these respondents would like their teachers to be more friendly and less impersonal.

... The teachers shouldnt act so aloof. They should try to be more human with students.

... Teachers should stop acting like wardens in a prison, & act like humans for a change. We are in high school & should be treated like adults, then we'd have more respect for them.

... Teachers shouldn't attempt to make or break the student - and show some sympathy to the amount of work a student must complete during his year.

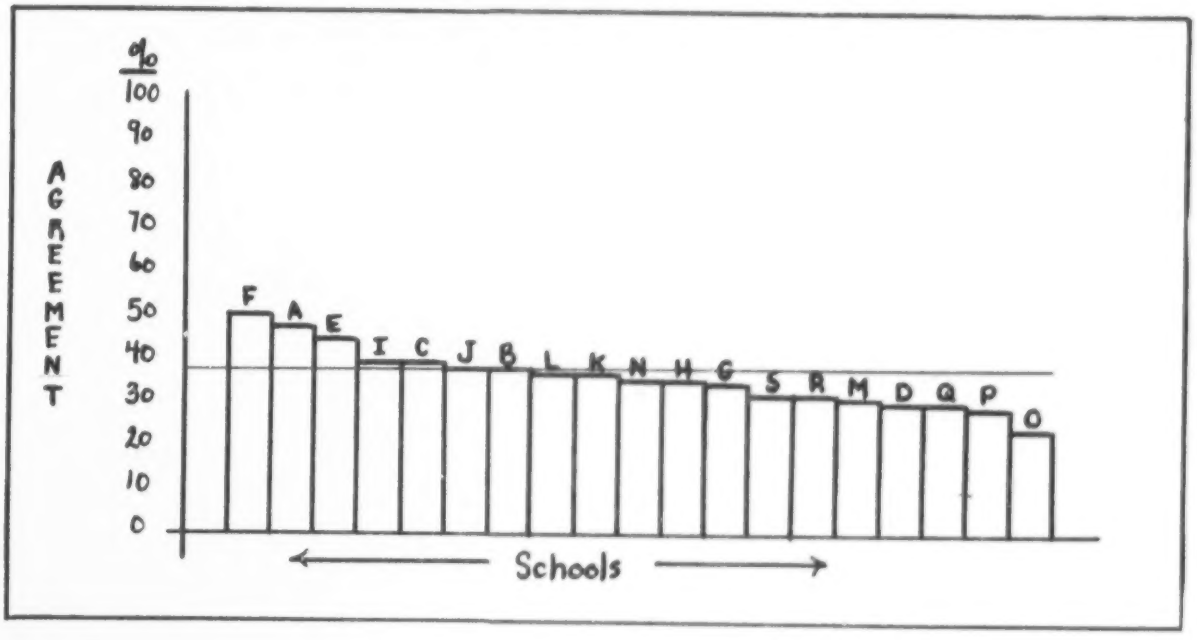
... Students frequently drop subjects because of the teacher. Because the teacher is un-understanding the student never communicates with him.

... On a more personal basis.

DISCRIMINATION

THIS SCHOOL DOES NOT GIVE ALL STUDENTS
A CHANCE TO OBTAIN THE BEST EDUCATION

	Grade 11	Grade 12	Grade 14	All Grades
	%	%	%	%
STRONGLY AGREE	11	10	12	11
AGREE	27	26	26	26
DISAGREE	40	40	39	40
STRONGLY DISAGREE	15	15	14	14
NO OPINION	8	8	8	8
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)



DOES DISCRIMINATION EXIST IN YOUR COMMUNITY

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
YES	33	39	41	37
NO	45	39	37	40
DON'T KNOW	20	19	18	19
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

DO YOU THINK YOUR SCHOOL CONTRIBUTES TO DISCRIMINATION

	Grade 11	Grade 12	Grade 13	All Grades
	%	%	%	%
YES	11	11	19	15
NO	67	66	58	62
DON' KNOW	18	21	18	18
BASE (number of students responding)	(1482)	(1547)	(1426)	(4694)

STUDENTS' COMMENTS TO THE QUESTION ON DISCRIMINATION

All students who felt their school contributed to discrimination were asked to describe this. Write-in responses came from slightly more students (18%) than answered a firm "yes" to the question (15% - see preceding table). Further, many of those who did respond, did not answer the question, but rather made general comments describing specific groups discriminated against or instances where they felt discrimination had occurred. Five percent stated that they felt there was discrimination due to religion. Another 3% of the respondents stated that discrimination or at least a certain amount of antagonism existed between students in 5 year programs and students in 4 year programs.

... Discrimination between four year students and five year. Four year are considered illiterate.

... Even though our school is on the "Credit System" there still exists 3 streams thus the technical and commercial are separated from the academic causing religious and social segregation.

... Programs such as 5 years Arts and Science and 4 year B & C lead to a social discrimination, i.e. five year students feel they are better than 4 year students.

There was quite a wide variety in the types of comments made by students as can be seen in the following table which gives the breakdown with percentages of responses

Response	Percent Making Comment
	%
Reference to discrimination due to RELIGION	5
Academic discrimination, e.g. 5 years v.s.4 years	3
Reference to discrimination due to RACE	2
Reference to CLIQUES in the school	2
Reference to discrimination against females	1
Long hair vs.short hair OR straight vs. non-straight	1
Reference to discrimination due to economic factors	1
Discrimination against those who are not average	1
Reference to teacher airing his/her prejudices to students	1
OTHER	3
NO ANSWER	82
BASE (number of questionnaires examined)	(875)

A few examples of a variety of comments may illustrate more fully the type of response this question elicited.

... An economic discrimination for school makes no attempt to correct this, thus it is guilty of gross indifference.

... The school in general - "no". But individuals - "yes". We all discriminate to an extent. We must admit this.

... If you give the teacher what he wants, i.e. his ideal, if you are pretty or outgoing your chances are better.

... Fraternities run this dump, and they're the next most discriminating thing to the Ku Klux Klan.

... I do not feel it exists among we students but do feel there is some discrimination among the teachers.

ASPIRATIONS

ASPIRATIONS

All students were asked what they intended to do after high school, and were given five choices, including "OTHER". 60% of all students reported that they intended to go to University. The results by grade are shown in the following Table.

	Grade11	Grade12	Grade13	All Grades
	%	%	%	%
Go to University	57	57	75	60
Go to Community College	16	17	8	13
Work	16	14	5	12
Go to a Technical Institute/ Teacher's College.	4	3	3	3
Other	7	9	8	8
Base (number of students responding)	(1482)	(1547)	(1426)	(4694)

APPENDIX

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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TM 003 336

QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

THE PURPOSE OF THIS QUESTIONNAIRE IS TO DETERMINE HOW NORTH YORK SECONDARY SCHOOL STUDENTS PERCEIVE THEIR SCHOOL AND THE EDUCATION THEY ARE RECEIVING. IT IS ANTICIPATED THAT THE FINDINGS FROM THIS SURVEY WILL ASSIST A COMMITTEE OF STUDENTS, TEACHERS, ADMINISTRATORS AND TRUSTEES, AND WILL FACILITATE COMMUNICATION BETWEEN STUDENTS AND EDUCATORS BASED ON A FULLER UNDERSTANDING OF STUDENTS' NEEDS.

AFTER YOU HAVE COMPLETED THE QUESTIONNAIRE PLEASE REPEAT YOUR RESPONSES ON THE MARK SENSE CARD BY FILLING IN THE LETTER YOU CHOSE FOR EACH STATEMENT FOR THE FIRST 41 QUESTIONS.

ALL QUESTIONNAIRES AND MARK SENSE CARDS SHOULD BE COMPLETED ANONYMOUSLY; DO NOT GIVE YOUR NAME OR SCHOOL.

THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

DEPARTMENT OF EDUCATIONAL RESEARCH SERVICES

Please read the following questions and place CHECK MARKS in the appropriate boxes to indicate your Grade level, Sex and Future plans:

1. GRADE 11 ☐ (A) GRADE 12 ☐ (B) GRADE 13 ☐ (C)

2. MALE ☐ (A) FEMALE ☐ (B)

3. After High School I intend to:

Go to University	(A) ☐
Go to a Community College	(B) ☐
Work	(C) ☐
Go to a Technical Institute/ Teachers' College	(D) ☐
Other ..... (please state)	(E) ☐

For each of the following statements please indicate how much you AGREE or DISAGREE by checking the box which best expresses your feelings:

	Strongly Agree (A)	Agree (B)	Disagree (C)	Strongly Disagree (D)	No Opinion (E)
4. Students need more freedom to decide which areas they want to study within the subjects available:	☐	☐	☐	☐	☐
5. Formal examinations are necessary to let students know where they stand:	☐	☐	☐	☐	☐
6. Students in this school are hampered by many pointless rules and regulations:	☐ (A)	☐ (B)	☐ (C)	☐ (D)	☐ (E)

	Strongly Agree (A)	Agree (B)	Disagree (C)	Strongly Disagree (D)	No Opinion (E)
7. Most of my teachers try to understand young people:	☐	☐	☐	☐	☐
8. I have little interest in the work of the Students' Council or other similar student groups:	☐	☐	☐	☐	☐
9. I dislike this school:	☐	☐	☐	☐	☐
10. Students should have a greater voice in making decisions about:					
(a) Curriculum:	☐	☐	☐	☐	☐
(b) Methods of Evaluation	☐	☐	☐	☐	☐
(c) Operations of the School	☐	☐	☐	☐	☐
(d) Teaching Methods	☐	☐	☐	☐	☐
(e) Disciplinary Methods	☐	☐	☐	☐	☐
11. Formal Exams are a waste of time:	☐	☐	☐	☐	☐
12. This school is providing me with a good education:	☐	☐	☐	☐	☐
13. In this school I have been able to study in subject areas which interest me most:	☐	☐	☐	☐	☐
14. Evaluation of students' academic progress should be left up to the teachers:	☐	☐	☐	☐	☐
15. Schools should try to change the views of students who have unusual or unpopular beliefs:	☐	☐	☐	☐	☐
16. Many of the courses I have taken in this school are of little use:	☐ (A)	☐ (B)	☐ (C)	☐ (D)	☐ (E)

	Strongly Agree (A)	Agree (B)	Disagree (C)	Strongly Disagree (D)	No Opinion (E)
17. I go to school only because I have no better alternative:	☐	☐	☐	☐	☐
18. A High School education is of little help in preparing for a job today:	☐	☐	☐	☐	☐
19. Students now have sufficient voice in determining school policy:	☐	☐	☐	☐	☐
20. This school is not meeting my educational requirements:	☐	☐	☐	☐	☐
21. Students should be able to participate in determining the methods used to evaluate their academic progress:	☐	☐	☐	☐	☐
22. Teaching methods used in this school are effective:	☐	☐	☐	☐	☐
23. Schools need the power to discipline students:	☐	☐	☐	☐	☐
24. Most of my classes in this school are boring:	☐	☐	☐	☐	☐
25. I think there are more practical things to do than going to school:	☐	☐	☐	☐	☐
26. I put school work above most other activities:	☐	☐	☐	☐	☐
27. Students have sufficient freedom to decide what they want to study:	☐	☐	☐	☐	☐
28. I am aware of what the Students' Council and other similar student groups do:	☐	☐	☐	☐	☐
29. My teachers are fair in evaluating student progress:	☐	☐	☐	☐	☐

	Strongly Agree (A)	Agree (B)	Disagree (C)	Strongly Disagree (D)	No Opinion (E)
30. This school encourages students to think for themselves:	☐	☐	☐	☐	☐
31. My High School education is worth all the effort it requires:	☐	☐	☐	☐	☐
32. This school does not give all students an equal chance to obtain the best education:	☐	☐	☐	☐	☐
33. This school offers as wide a range of options as needed:	☐	☐	☐	☐	☐
34. Periodic tests are valuable in letting students know how they are doing:	☐	☐	☐	☐	☐
35. Student Council groups are useless:	☐	☐	☐	☐	☐
36. Generally my teachers do a satisfactory job of teaching:	☐	☐	☐	☐	☐
37. Independent study without classes would not work for me:	☐	☐	☐	☐	☐

	Yes (A)	No (B)	Don't Know (C)
38. Do you have personal knowledge of physical punishment being used in your school to discipline unruly students?	☐	☐	☐
39. Do you know what ICSCNY is?	☐	☐	☐
40. Does discrimination exist in your community?	☐	☐	☐
41. a) Do you think your school contributes to discrimination?	☐	☐	☐

b) If "Yes", please describe: .....

.....

.....

42. Do you have any suggestions for changes which should be made to bring about improvement in the following areas: (Use reverse side if necessary)

STUDENTS' COUNCIL: .....

.....

.....

.....

STUDENTS' RIGHTS: .....

.....

.....

TEACHING: .....

.....

.....

METHODS OF EVALUATION: .....

.....

.....

SCHOOL OPERATION & POLICY (e.g. - Attendance notes, opening exercises, dress, etc.)

.....

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.....

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CURRICULUM: .....

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DISCIPLINE: .....

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OTHER: .....

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PLEASE COMPLETE YOUR MARK SENSE CARD NOW BY FILLING IN THE APPROPRIATE BOXES FOR THE FIRST 41 STATEMENTS.

Thank you for your co-operation.